

ATHLETIC JOURNAL

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The Javelin Throw
L. D. Weldon

Bringing Golf to
the Students
M. L. Clevert

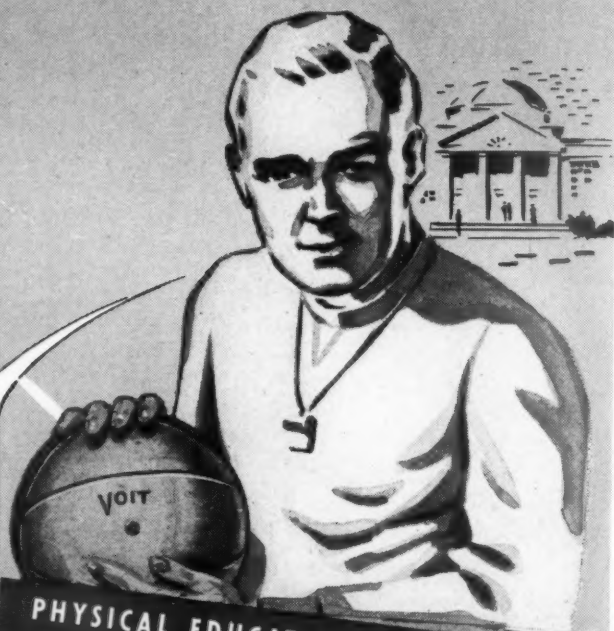
Six-Man Football
Rules Changes
Stephen Epler



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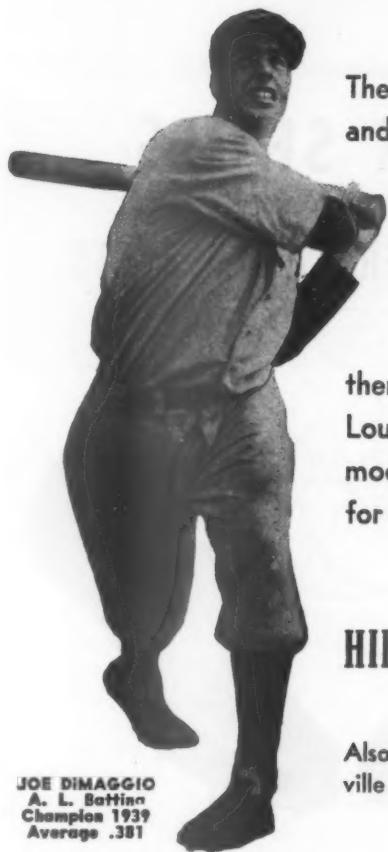
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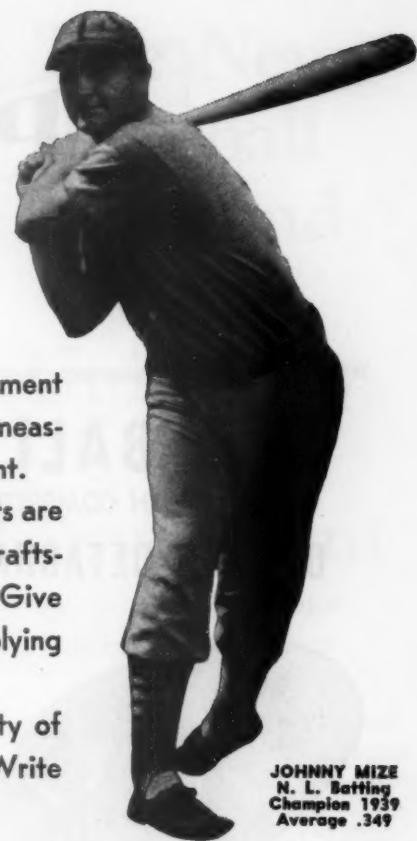


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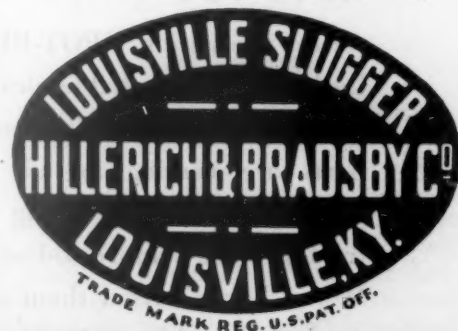
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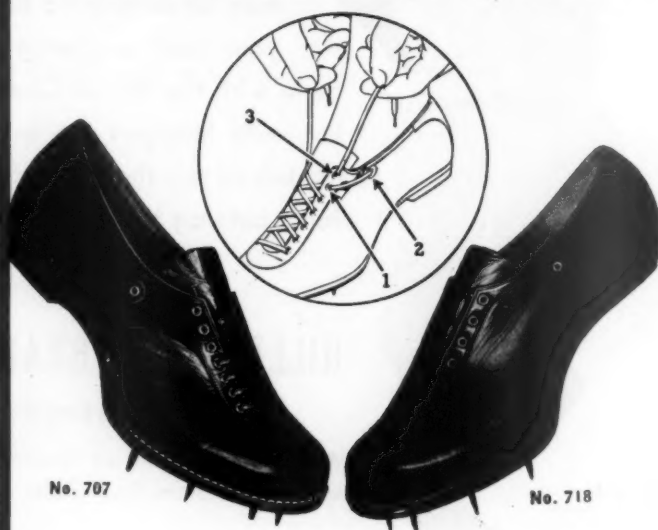


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The New Baseball Diamond at the University of Connecticut

By George Van Bibber
University of Connecticut
Storrs, Connecticut

A NEW baseball diamond has been needed at the University of Connecticut for some time. Several years ago we decided on a site with the football field as the right-field area. With that as a starter we began cutting out trees and making preliminary clearance for the steam shovel which was to follow. A sub-contract was let to a surfacing company to remove the dirt and stones from what was to be the infield area to the left-field area. This total operation called for the removal of six feet of dirt from the infield area and the filling of over three feet of dirt in the left outfield. This preliminary work was done at considerable expense because of the great number of rocks uncovered and because of the removal of stumps and other debris. The area then made available in a rough stage was approximately 525 by 450 feet inside the slope of the banks which were created. The fence which encloses our athletic fields was extended to include this new area.

At the outset it was readily seen that there was going to be difficulty in getting the material necessary for the preliminary layout. Magazine articles and books on the subject of baseball diamonds were found to be sketchy and even the baseball guide was not sufficiently complete for our needs. We had set our goal high. Realizing that this diamond when completed would probably be the permanent diamond for the University for some years to come, the members of the coaching staff decided on a nearby major league baseball diamond as the ideal diamond of its choice. The writer contacted the general manager of the major league team and asked him for the specifications of his diamond. The specifications were sent along immediately and preliminary drafts of the Connecticut diamond were drawn from them.

The illustration here shown is the adaptation that we made from the original plans submitted to us.

No doubt some will wonder about the width of the base lines, the size of the arc in front of first and third and the depth of the skinned areas. It is our belief that infielders profit by well-maintained skinned areas both on batted and thrown balls. With our lay-out there is little reason for any batted or thrown ball to have to be taken off the grass. In addition, it is our belief that with good maintenance equipment the skinned area as shown can be better cared for in its curved alignment. We hold no brief for those who differ in this regard but we felt justified in allowing maximum skinned areas for these purposes.

Preparation of Sub-Base

The sub-base was graded to the same pitch that was to prevail on the finished diamond. This grade was determined by

the engineers to allow maximum sub-drainage. The pitch of the sub-base was provided so that there would be a drain off from a center crest of the infield on a line drawn through home plate and second base in a manner approximating a typical four-side single gable shed with the peak at the pitcher's mound. The outfield from second base approximates an A-shaped roof with a drop of 1 foot from the center ridge to the foul line in the outfield. The level of this ridge is the same as the base lines. This provides for surface drainage. In using this plan we have a rapid run-off from the short stop and third-base area and the second and first-base area. In each case water runs quickly to low points outside the foul lines where we have provided catch basins.

Sub-Drainage

In an effort to provide a good playing surface and to insure rapid drainage we decided on a drainage plan to keep surface water from seeping in and producing a soggy sub-soil. Approximately sixty feet outside the prospective first-base line and parallel to it, the first sub-drainage ditch was dug. Each twenty feet then extending completely through the infield area, other ditches were dug at the necessary depth parallel to the first. Into the bottom of each of these ditches, two inches of gravel was placed. Five-inch land drain tiles were then laid and the joints covered with tar paper. The drain ditches were then filled with gravel up to the sub-base level. The drains all run into a main twelve-inch land tile which was laid in a manner similar to the five-inch tile in a deep ditch seventy feet outside the third base line and parallel to it. This main was covered with gravel for one foot and with trap-rock for the remainder up to the sub-base surface.

FROM 1931 to 1934 following his graduation at Purdue University, Mr. Van Bibber served as director of intramural sports, head football coach, freshman basketball and track coach at Central State Teachers College, Mount Pleasant, Mich. The next two years he was director of athletics and head football coach at the University of Buffalo. Since 1936 he has held the position of head of the division of physical education and athletics, assistant and line coach in football and assistant in baseball at the University of Connecticut. This article should be helpful to the administrators and coaches who have written us recently for help in laying out their baseball fields.

Orientation

The orientation of our diamond was largely determined in advance by existing boundaries and campus roads, one of which runs parallel to first base line and the other parallel to the third base line. The actual orientation of this diamond was true north on a line drawn from home plate through second base. This orientation is not as ideal as we would like it since at times the right fielder will have

Procedure of Laying Out

A member of the engineering department was charged with the responsibility of making blue prints of the diamond, of laying out the preliminary stakes, and of supervising the labor of the workmen. The first base line and the third base line were established at points parallel to the fence and sixty feet in from the beginning of the slope of the bank. At the intersection of these two lines a stake was driven for home plate and stakes were also placed for first, second, and third bases and the pitcher's box. Correction for possible error of laying out first and third base lines was then made by instrument.

The next step was to lay out the base lines and the arcs for the limits of the skinned area. To do this the workmen used a steel surveyor's tape and drove stakes at the correct distances. The arcs in front of first and third base were made by placing the tape at first and third base and striking a twenty-four foot arc to meet the base lines. The arc in front of second base was made from a point forty-one feet, six inches from the front of the pitcher's plate and striking an arc of a radius of sixteen feet to the inside of the base lines. The base paths of five-foot width were laid out with string and the pitcher's box and home plate were laid out with nine feet and twelve feet radius respectively from the stakes that were originally placed. The limits of the infield skinned area were de-

terminated by arcs of fifty-two feet radius drawn from spots on the base lines as indicated on the diagram. The operation of laying out the diamond was relatively simple after the base lines were established. The same operation can easily be carried out on any surface planned for a baseball diamond. Please note the illustration.

The Actual Building of the Diamond

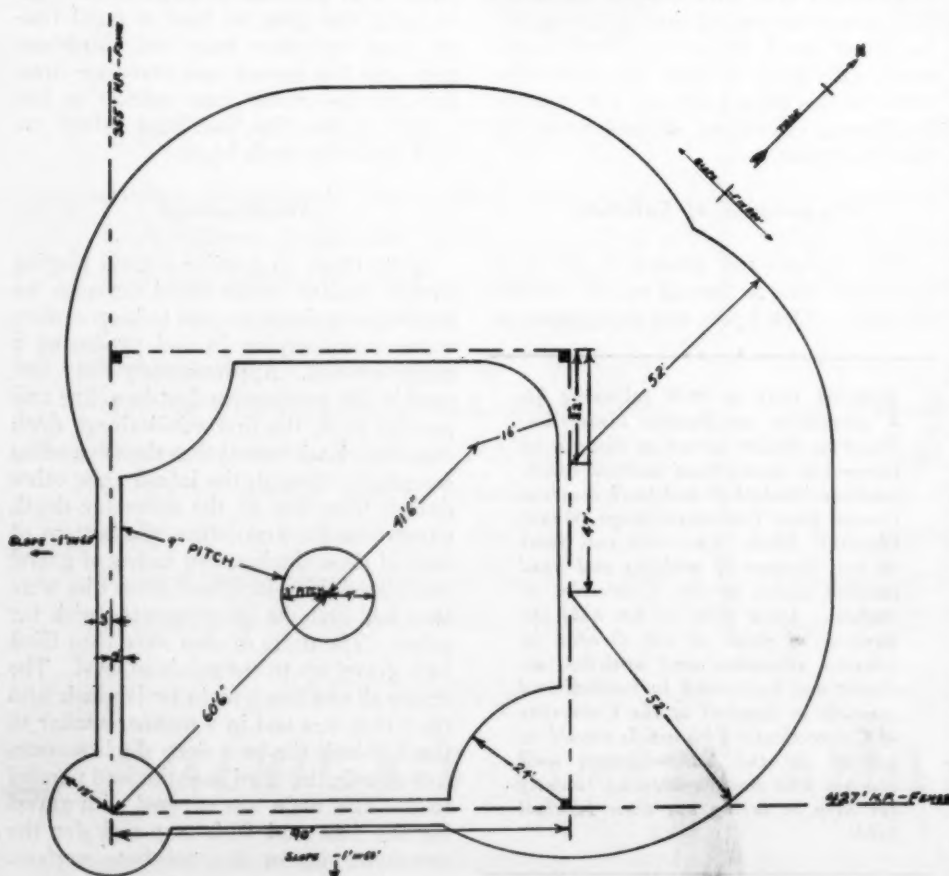
The establishment of the drainage system and the preparation of the sub-base having been completed, the orientation and the laying out done, the real job of building the diamond was then to begin. Rough boards, one by eight inches of varying lengths and stakes two by two inches and one foot long were obtained to outline the entire diamond. This in itself constituted one of the most important details of building the diamond on the sub-base. The entire diamond as outlined in string was outlined with these boards with the stakes being used as braces inside the diamond grass area and outside the diamond skinned area. The circles at home plate, the pitcher's mound, the infield grass area with arcs at first and third, and the outside of the skinned area were outlined in this manner. Inside these outlined areas, four to six inches of bank-run gravel was used as fill. This gravel was wet and rolled. The entire area was then covered with old hay.

The next job was to complete the work of filling in the pitcher's and catcher's mounds. The pitcher's mound was filled in with porous native dirt for about three inches and then mounded to a three-inch slope from the center to the edge with native clay mixed with sand, three parts clay to one part sand, all completely screened. This material was put in two inches at a time, sprinkled and hand-tamped and rolled to proper grade. The twelve-foot area at home plate was treated in a similar manner. After they had both been completed, they were sprinkled with light sand.

The grass area inside the field was the next consideration. Here we were concerned with getting the best possible loam available. The loam was screened through a fine screen and applied to the area in two-inch layers and carefully rolled. The final sloping off from the pitcher's mound to the base paths and the arcs at first and third base were carefully done. This area was fertilized and then seeded by hand in four directions with ten pounds of Rhode Island bent seed.

The skinned area presented a problem because we wanted an area which would be free of stones, drain rapidly, would not be slippery, would not be dusty and yet could be easily maintained. We decided on a combination of two parts top soil to one part clay and sand mixed. These materials were carefully mixed, screened and

(Continued on page 50)



The Javelin Throw

By L. D. Weldon
Sacramento Junior College

IT is an accepted rule in track and field that a boy must have enthusiasm for his event and a willingness to work consistently to master form.

The javelin thrower must be a specialist and must have well-developed shoulders and arms. Types of competitors are found among all varying statures and weights, from the large, powerful thrower, and the well-developed stocky individual, down to the thin, wiry type. The main requirement in all three types is the possession of a good arm.

In looking for a would-be javelin thrower, a coach should watch out for good football passers, both on varsity teams and in gymnasium classes, and baseball players. However, I have found several well-developed boys, not able to throw a football any great distance, who adapted themselves very well to the javelin.

Louis Nova, the heavy-weight boxer, was this latter type. Nova, who attended Sacramento Junior College developed rapidly and, had he continued in school, would have been capable of throwing the javelin 200 feet or more, as he threw 185 feet as a freshman.

The Hand Holds

The hand holds are of three general types: The American, Finnish and Hungarian. The Finnish grip, (Illustration 1) is being accepted more each year. In this hold the thrower grasps the javelin at the rear of the cord so that the middle finger encircles the shaft, one half the finger being on the wood and the other half on the cord. The thumb just touches the second finger; the last two fingers are wrapped

securely around the cord. The forefinger curls slightly around the shaft. The javelin rests in the palm of the hand giving a definite balance.

The American form brings the forefinger down, taking the place of the second finger. The thumb does not carry over as far, although many have the thumb and forefinger touch. The main difference in the two grips is that the pressure is on the second finger in the Finnish and on the first in the American.

The third grip, (Illustration 2) is used very little in America. Germany and Hungary have had good success with this style. The second finger and the thumb are in the same position as in the Finnish style, but the forefinger is straight back on the shaft. This puts tremendous pressure on both the forefinger and second finger. This style eliminates any tendency of the competitor to pull down on the javelin at the

instant of release and gives the javelin great height immediately.

The Carriage

There are three accepted carriages in the javelin throw. In the Finnish style, the javelin is carried over the shoulder, the point slightly down. The American carriage is over the shoulder, the point of the javelin slightly up. In the third carriage, also American, the arm is down and extended back, with the palm away from the body so that there is no rotating of the wrist. The Americans used to rotate the wrist with the palm in and up, but this caused too much maneuvering of the javelin. The first two types seem to be the most popular. (Illustration 10 Finnish.)

The Approach

The approach generally conforms to the type of footwork used. The four types are: (1) the hop-step style; (2) the rear cross-step style; (3) the front cross step; (4) the combination hop and front cross step. The first two are American while the last two are Finnish. The first two do not require a long run, 50 to 60 feet usually. These two have been and are being used by American athletes. They are easy to learn in comparison with the Finnish styles, but they are not as productive on the whole. This is due to the fact that the thrower slows down too much for the gather.

The two American carriages are used

PRIOR to becoming track coach at Sacramento Junior College, Mr. Weldon attended the University of Iowa, winning the javelin throw for two years in Big Ten meets. At Sacramento Junior College he had six Northern California junior college track and field championship teams. His teams have had a number of outstanding athletes, among whom may be mentioned Jack Parker, a member of the American Olympic decathlon team in 1936 and Jim Humphreys, U. S. C.'s number one high hurdler of last year. Mr. Weldon is president this year of the National Junior College Athletic Association.



Illustration 1.



Illustration 2.



Illustration 3.



Illustration 4.



Illustration 5.

mostly in the hop-step and rear cross step. The American-carriage style with the javelin over the shoulder, point slightly up, is used by the American athletes along with the regular front cross step of the Finnish style of approach. Both types are getting good results. The best thrower, that I have had, used the hop-step approach, carrying the javelin over his shoulder, the point slightly up. He had used it in high school and had thrown 160 feet. This was Jack Parker who was an all-around athlete, getting third in the decathlon in the 1936 Olympics. Parker holds the National Junior College record at 203 feet, 4 inches. He used the hop-step form in high school. I did not change him over to the Finnish form as he did not have time to work on it, since he was taking part in several events.

The Throwing Position

Illustration 3 shows a throwing position that the author used as an undergraduate at the University of Iowa.

Illustration 4 shows a good basic posi-

tion prior to the throw. This is Bob Williams whom I discovered in a tag football gymnasium class. He used the front cross step and shoulder carriage bringing the javelin straight back. In two years he was able to come to the top, winning the Fresno Relays and the National Junior College championship in 1939 with a throw of 195 feet.

Illustrations 5 and 6 are of Dick Dierker and John Mills. Both were freshmen last year, having had no previous experience with the javelin. Both boys are varsity football players, Mills playing end, Dierker half back. Mills weighs 175 pounds and is 6 feet, 13 $\frac{1}{4}$ inches tall. His best throw as a freshman was 187 feet. Dierker is 5 feet, 8 inches tall and weighs 175 pounds. He threw 182 feet as a freshman. Mills' best effort this year is 189 feet and Dierker's 192 feet. These men represent the stocky and the rangy types of javelin throwers.

They both use the Finnish carriage and approach. Illustration 5 shows the part



Illustration 6.

cross-step, the right leg planted and the arm well back. It also shows the regular Finnish grip. Notice Dierker has his head turned back. I had him do this for two reasons; to get relaxed prior to his first position and to keep the javelin from hitting the ground. Because of his height, 5 feet, 8 inches, he had trouble keeping the javelin off the ground.

Illustration 7 shows Dierker's release. The javelin comes over his right ear.

Illustration 6 shows Mills in the front cross step, bringing the javelin back. Notice his shoulder goes straight back first, then turns somewhat as in Illustration 8. He gets more back whip than most American boys. This is what makes the Finns such great throwers.

These two boys do not swing the javelin

forward as the Finns do, but bring the javelin straight back, from the shoulder position. To get the swing and footwork timed together takes a tremendous amount of practice. They are both working on it, but I have not let them use it in competition since they might injure their arms by getting in too much side arm. Next year, or as juniors, they should be able to handle the swing.

Illustration 9 shows the position at the finish of the throw.

Runway and Injury

The proper conditioning of the runway is an important factor, both in aiding the competitor to get maximum stability and in giving insurance against injury to the arm or back. Most javelin injuries occur



Illustration 7.



Illustration 8.



Illustration 9.

when the thrower's feet are planted and he is in the act of throwing. His footing gives an inch or two, throwing all the pressure on either the arm or back, causing in many instances permanent injury to the elbow. Sometimes we blame the elbow in-

juries to side-arm throwing, but when we really analyze the situations, we find that they were caused by the thrower's foot slipping an inch or two.

Weekly Practice

The thrower should always warm up well. This is important. He should never take any hard throws until his arm has been warmed up gradually. It is advisable that he take no more than six hard throws during the week if he competes on Saturday. This should be done on Wednesday and should be adhered to for beginners. When a boy has thrown for two years he may conserve his energy and throw hard only on the day of the meet.

A thrower should work daily on his check-mark, relaxing on his run, and practicing on general form. The first three days of the week, he should take heavy muscle exercise, such as climbing the rope, walking on his hands, push-ups and a little wrestling. He must get his arms and back strong. This is especially true for a beginner that he may be protected against injury. This may shorten his throwing distances at first, but he will profit by it



Illustration 10.

later on.

We are getting better throwers each year in America, and I hope that, in the not too distant future, we will have javelin champions in the Olympics.

Six-Man Football in the College Program

By Frank L. Cheney

Lambuth College, Jackson, Tennessee

IN the preceding article I stated first the reasons why I thought the six-man game was well adapted to the program of colleges and high schools with small enrollment.

In that article I also explained the kind of blocks that I believe are best adapted to the six-man game.

Tackling

In the six-man game as in the eleven-man game the tackling must be very vicious because of the danger of the lateral. Therefore, much emphasis is given to this department of the game. The men who are being tackled are coached to get rid of the ball before they are completely stopped. This, I believe, helps, in that it keeps both our offense and defense lateral-conscious all the time. Tackling time is divided into the line and open field type. By using the lateral pass on every tackle, we are teaching ball-handling at the same time.

Passing

Our passers come in for their share of work. They begin each practice by pass-

ing to a stationary target from different distances and from standing and running positions. Later receivers are brought up and work with the passers. Our passers are taught to throw to spots. It is the duty of the receivers to be at these spots at the proper time. Since the ball must be thrown through the air before a team can run with it, we naturally have a lateral pass drill in which everyone must participate.

Punting

Our punters are given practice in punt-

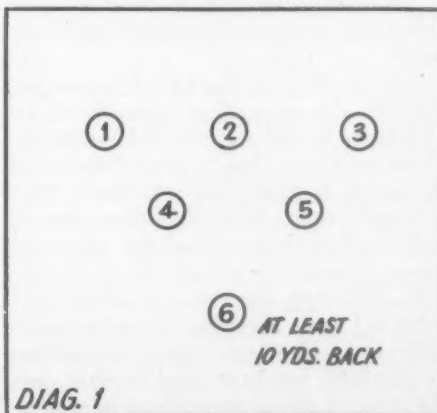
ing from various positions on the field. This is done with the idea in view that we can sometime punt out of bounds in the coffin corner. The punters always work on placing their punts so that they always punt away from the receivers.

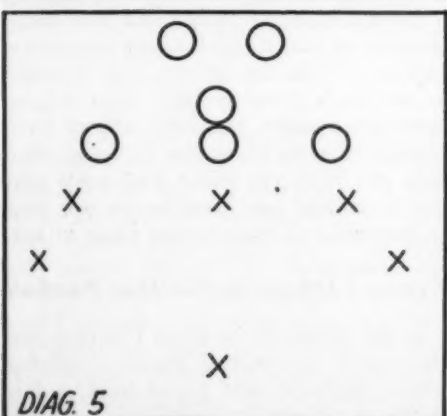
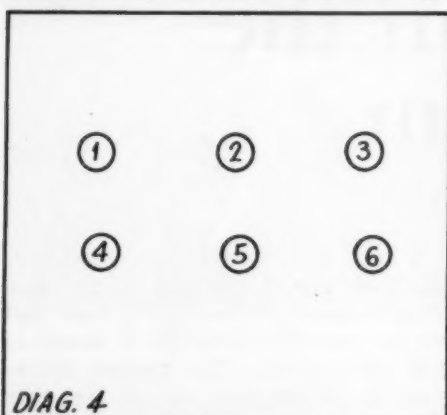
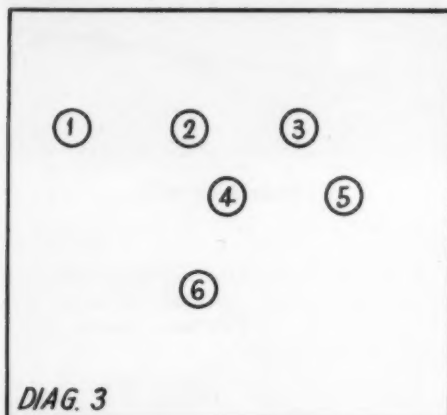
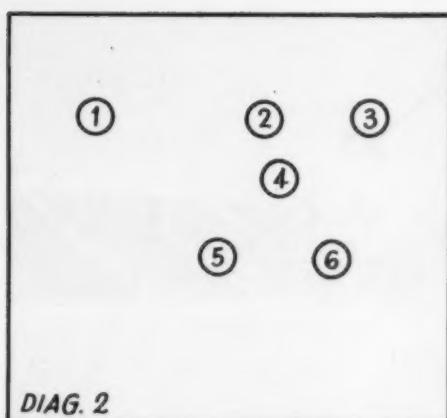
Drop kicking is taught for this game because we find it much faster than place kicking. With the defense able to come in so much more quickly than in the eleven-man game, the boys seldom have enough time to place the ball and then kick it. With the wider goal posts and the lower bar, our drop kicker was just as successful as the average place kicker.

Types of Offense in Six-Man Football

In my study of the game I have found that there are several types of offense which might be used to, at least, a fair degree of success.

As in the eleven-man game one must always have the punt formation. If a team is fortunate enough to have a good quick-kicker the short punt would probably be sufficient. A team should use this formation for plays as well as punting in order to keep the defense guessing. The regular punt formation, if used, lacks the





power of some of the others because the tail back or punter is a long way from the line. Our punt formation is shown in Diagram 1.

The old T formation seems to me to be one of the most practicable formations to use. The rules, as they are, require a

pass through the air before the man can run with the ball. With a man up under the center, the ball can be taken quickly and thrown back. The play then develops almost as rapidly as the direct pass in the eleven man game. If a forward pass is called with this formation, and the passer can find no open receiver then he has the option of running with the ball. Last fall our defense smothered passers several times because the team that we were playing employed the direct pass from center. Our interpretation of the T formation is shown in Diagram 2.

Diagram 3 shows the single wing-back formation. This gives a great deal of power to the strong side but is weak on reverses because of the lack of man power. It is also slower than the T formation because the ball must be thrown from 2 to 4 and then back to 6 before any running play can develop.

Diagram 4 shows the double wing-back formation. This type of play may be used for reverses and deception, but it seems to me to lack much of the power for line plays that is needed to build any well-rounded type of attack.

Types of Defense

At different times we have met five varying types of defense. The 3-2-1 shown in Diagram 5 seems to me to be a well-balanced type. It is especially strong against the running game. Perhaps it may have a few weaknesses against a passing attack. However, if a team is alert the passing attack may be taken care of fairly well.

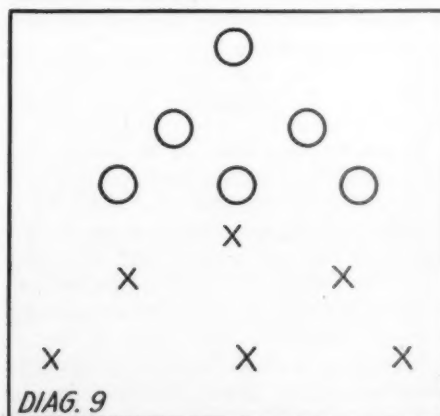
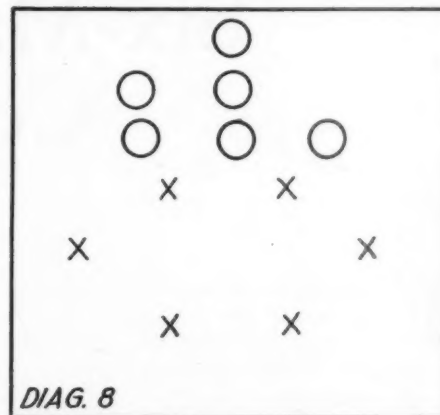
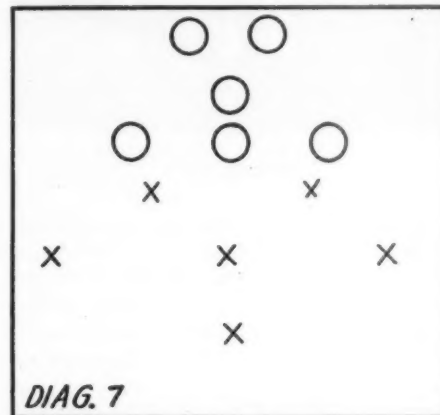
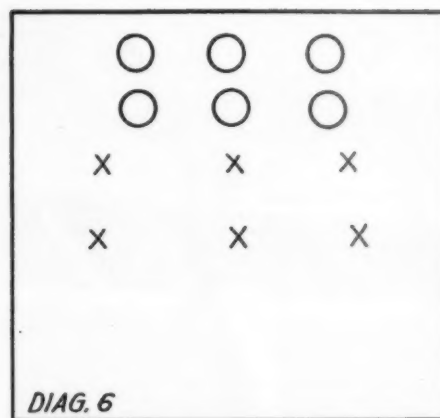
The 3-3 defense shown in Diagram 6 comes in for its share of trouble to the offense. This type is very strong against a running attack, and against the passing game. It is weak against the kicking game and is especially weak if the offense uses the quick-kick.

The 2-3-1 shown in Diagram 7 is a fairly well-balanced defense. For a team that has definite blocking assignments it is comparable to the five-man line in eleven-man football. This type of defense is weak against the running attack but strong against all other types of offense.

If a single wing-back formation is used on the offense the defense should shift to either side to meet the strength of the offense.

Two of the most freakish defenses that we met this past year were the 2-2-2 (Diagram 8) and the 1-2-3 (Diagram 9). These were annoying to us at the start of the games in which they were used. After a re-assignment of our men they were no more bother than any of the other defenses we met.

In discussing the types of offense and defense I have given no indication as to individual assignments, plays, or positions on the field, but have tried to show only the types of offense and defense in general.



In six-man football as in the eleven-man game a team that is thoroughly grounded in a few plays is much better equipped than a team that is poorly grounded in a large repertoire of plays. We rehearse our plays at each practice many times, very

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Six-man Football Rule Changes

By Stephen Epler

Chairman, National Six-man Football Rules Committee

COACHES, officials and players will welcome the 1940 rules which include few or no changes effecting styles of play, but for the first time will be a complete set. No more thumbing through the six-man rules for something that is not there, then pulling out the eleven-man rule book and puzzling over what applies to the six-man game and what does not. The National Collegiate Athletic Association, the oldest football rule-making body, was willing to allow the National Six-man Football Rules Committee to use the parts needed to complete the six-man set. This means that the six-man rules, except for necessary changes, will read the same as the well-organized and carefully worded set of the N.C.A.A.

The six-man organization has an advisory body of over fifty men, including Coaches Stuhldreher of Wisconsin, Kerr of Colgate, and Biff Jones of Nebraska; and secretaries of the state high school organizations among whom are R. H. Wollin of Montana, H. R. Townsend of Ohio, R. M. Walseth of South Dakota, and Dennis D. Still of Georgia; but most of the National Advisory Board are coaches and schoolmen from all sections of the country, including Canada, who have been pioneers and enthusiastic boosters for six-man football. This board makes suggestions to a smaller committee of eight which met in Chicago in March and revised the rules for 1940. On this committee are two outstanding authorities on safety: Professor Floyd R. Eastwood of Purdue University, and P. F. Neverman of the Wisconsin Interscholastic Athletic Association, both of whom have made careful studies of six-man and eleven-man football injuries. Two outstanding six-man football coaches: W. H. Roselius of Hebron College (Nebraska), and Winton Simmons of Memphis, Tennessee; two school men who have organized six-man football in their respective states: Principal Conrad Orr and Superintendent L. F. Rice; Mr. Franklin M. Reck, Editor of *The American Boy*, the magazine which has given strong support to the game; and Stephen Epler make up the personnel of the Committee.

Numerous clarifications and re-wording were made in the process of adapting the complete set of rules. A few changes in equipment were made. The specifications for a smaller ball for younger players were drawn up, and moulded and rubber constructed balls as well as leather-covered ones were approved. Shoulder pads, hip pads, and all other equipment with hard surfaces are now required to have padding at least one-half an inch thick on the outer

surface. The wearing of soft crown helmets was made mandatory. All players will be required to wear ankle wraps. Teams will be permitted to use eleven-man shoes if this is agreed upon when the game is scheduled. However, teams with the safer six-man shoe still have the right to insist that their opponents wear this type of shoe. In any case, all players on both teams are required to wear the same type of shoes.

The three-minute time-out periods are reduced to two minutes and a three-minute warming-up period immediately preceding the start of the game is required. This is not meant to replace the usual pre-game warm-up but to insure an adequate warm-up after the sometimes lengthy coach's instructions have been given. The three-minute warm-up preceding the second half is still required following the twelve-minute rest period.

Linemen with a poor sense of distance are given a break by the stipulation that they line up within two feet (instead of one) of the line of scrimmage.

Probably the most important safety addition was the revision of the definition of clipping which is made to include clipping anywhere on the field. Likewise, a direct block by an offensive player which strikes an opponent below the knee either from the side or front is defined as clipping and hence illegal. The high injury ratio resulting from these types of blocks induced this change.

A special section on general safety procedures for the benefit of both coach and player has been written by Professor Eastwood. These will be welcomed especially by inexperienced coaches who want more information on how to make daily practices, as well as games, more safe.

There has been no let up in the rapid growth of six-man football during the past year. In fact, the number of high schools which put teams in interscholastic competition in the fall of 1939 was more than the total taking up the game during the first four years. Maryland and Rhode Island are now the only states without high school six-man football teams. Canada and Hawaii each have several hundred teams playing six-man football. Even China has its six-man football teams among the American boys who are living in Shanghai. Nearly two thousand high schools were reported playing interscholastic six-man football by the state secretaries whose records cover about two-thirds of all the high schools in the country. Probably as many other high schools have intramural six-man which, together with

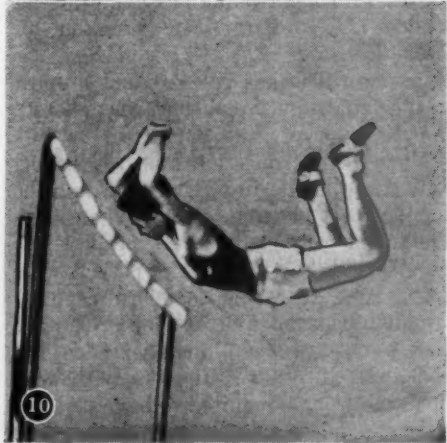
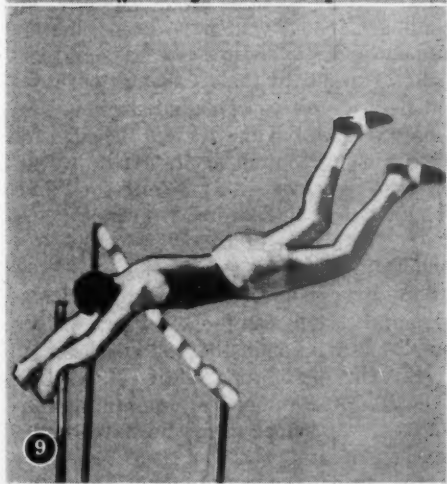
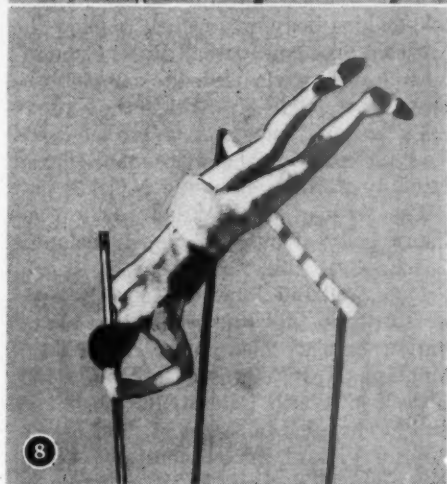
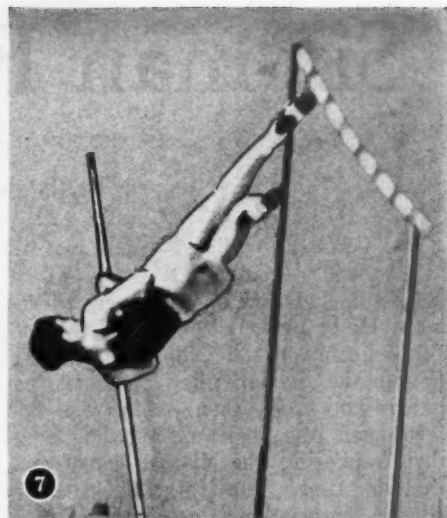
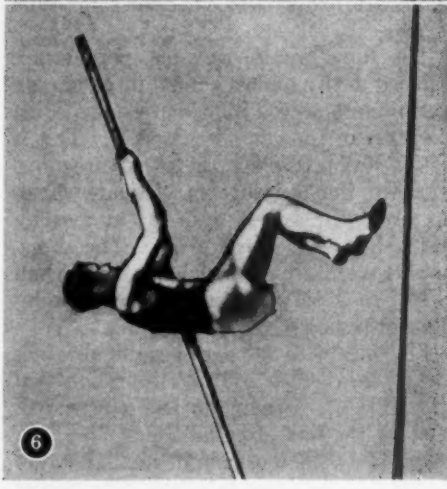
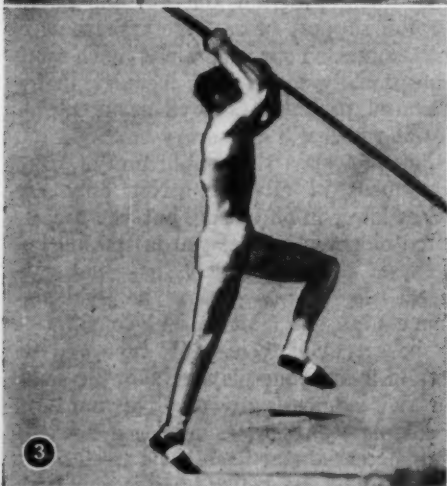
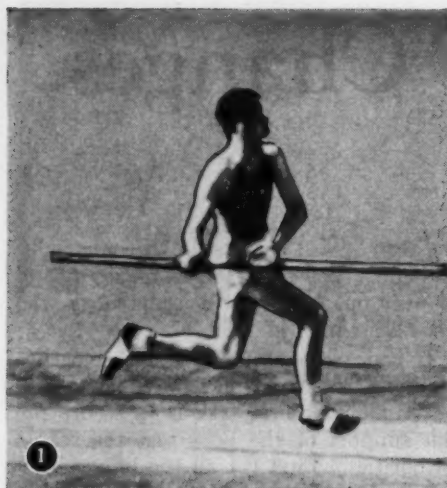
the recreational centers, Boy Scout troops and clubs sponsoring teams, makes a total of over one hundred thousand boys who played six-man in 1939.

If you are one of hundreds of coaches planning to play six-man for the first time next fall, your first task is to secure the full support of the boys and the school authorities. First get all the information you can on six-man (several books are now available), then use such means as showing a six-man movie*, having a neighboring coach who used six-man come in and explain the game at meetings to school board members, parents, and students to secure the co-operation of these groups.

Space forbids lengthy explanations, but the following suggestions may serve as reminders of what should be done in the spring so that when fall arrives you can devote more time to practice and to the players. Provide proper finances now. Do not count too heavily on gate receipts as unplanned expenses in the fall (officials' fees, trip costs, etc.) may take most of the gate. Present your six-man football program to the board as a sound part of the educational program and ask the board for full support or as large a share as it will assume. Your program is much more educationally sound if it includes an intramural program (as well as interscholastic) which will give every boy able and willing to play this opportunity. Buy equipment in advance. Not only are prices lower in off season, but you are assured of not being delayed in the fall because the equipment has not arrived. Dealers now have the legal six-man equipments (soft crown helmets, etc.) so be sure you secure this type and be certain it fits your players, allowing some for their summer's growth. Give your boys a complete physical examination now. If your potential star back has a weak heart and cannot play, better learn it now both for his benefit and yours. If you plan to play an interscholastic schedule, find out the probable weight of your squad. If your boys are all light, it would be advisable to schedule your games by weight. One Nebraska team with all players under 125 pounds played only teams in this class. In any case, start making your schedule now and try to find even competition. Nothing is more discouraging than for a beginning team to be disastrously defeated in its first game. For your intramural program, you will want the weights of the

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* One may be obtained from THE AMERICAN BOY Magazine.



A Study in Pole Vaulting Richard Ganslen Win- ning the Pole Vault in 1939 N. C. A. A. Meet

By Frank Hill

Track Coach, Northwestern University

ILLUSTRATION 1—Ganslen is carrying his pole parallel to the ground with his hands waist-high as he approaches the take-off. Note the apparent easy abandon of his run.

Illustration 2—His hands are shifted an appreciable time before his take-off foot strikes the ground. Most vaulters prefer to make the shift a split instant before the take-off foot hits its mark; that is, when the sole of the take-off foot is only about an inch off the ground. Ganslen seems to shift in mid-stride. The position of the right elbow indicates that a smooth under-hand seating of the pole has begun.

Illustration 3—The take-off. Here the vaulter is finishing his contact with the ground in a manner which enables him to get the most possible power into his take-off. The weight of his body is squarely over his take-off foot. His arms are slightly flexed to start the lift. This is an especially good picture of take-off form for the

vaulter and should be carefully studied.

Illustration 4—The swing-out. Notice that the weight of the body hanging on the arms has been allowed to straighten out some of the flexion shown in Illustration 3, while the legs and hips lag slightly behind the body as it swings out toward the pit.

Illustration 5—The body has reached its position directly under the hands, and now is the time to start the pull. All the effort put into the pull will be exerted along the line of the pole, which means that the vaulter will pull his weight upward along the pole rather than waste some of the force of the pull in jerking the pole back to him and partially killing his swing, as

will occur when the pull is started before the body weight is in position to enable the vaulter to pull up along the pole.

Illustration 6—The break. The pull has started. The body "breaks" at the hips as the legs are swung upward.

Illustration 7—The vaulter waits for his feet to reach the highest point of their swing before he completes his pull. Meantime the body turn to the left has begun.

Illustration 8—The turn completed, the vaulter has the pole directly beneath him, as is shown by its position between his right shoulder and his neck. His left arm is close to his body and he gives every indication that he is in position to complete the vault in good style, which he did—14'

5", which if I remember correctly, was the height of the vault from which these pictures were taken.

Illustration 9—The vaulter releases the pole by an upward flip of both hands at the same time.

Illustration 10—A perfect picture of a fly-away finish. There have been printed in the *ATHLETIC JOURNAL* in previous years pictures of other fly-away vaulters of note. It is interesting to notice how like a blueprint of one another are the pictures of Keith Brown, Bill Graber, and this one of Dick Ganslen at this phase of their vaults, although the pictures were taken of vaulters separated by the width of the continent and by many years in time.

Bringing Golf to All the Students

THE golf clinic held at Purdue University April 10th and 11th brought out many interesting points which may be helpful to golf coaches the country over. I shall not attempt in this article to elaborate upon the techniques of the game as brought out in the clinic but I want to suggest that a clinic such as we conducted is a valuable asset to any university, high school or community. Therefore, I shall try to give you some worthwhile results of the clinic.

There are 52,000 students playing golf in the colleges and universities with many times that number potentially. In the high schools it is estimated that 705,000 pupils are now playing golf, again with many times that number a potentiality. How shall we as coaches give these students the best instruction possible and extend the possibilities of this fascinating game of golf to the potential players?

The outstanding golf instructors of the

By M. L. Clevett
Purdue University

country are the so-called golf professionals, many of whom have come up through the ranks from caddy to caddy master, club maker and repair man, assistant pro and then on to the full status of recognized professional. Realizing the very great advantage of teaching golf fundamentals during the teen years, the golf professionals have been co-operating with local authorities throughout the country.

Instruction in the Schools

The demand for instruction far exceeds the means for providing trained golf teachers. Many with a limited golf background and very little special training are placed in charge of golf classes, classes in many cases too large for satisfactory results even for the most proficient golf instructor. The schools and colleges have the pupils and the professionals have the instructional techniques. The knowledge of the willingness of the golf "insiders" to co-operate with school and college instructors, as shown in our two-day golf clinic at Purdue, should be an interesting item of information to the school golf instructor.

Equipment in the Schools

Golf-course fees are universally too high save in colleges that have their own courses and in communities fortunate enough to have municipally owned and operated courses. One college made a start with a three-hole practice course on a ten-acre plot with a total construction cost under 500 dollars with one man for maintenance. Isn't a third of a loaf better than no loaf at all? Try it and see.

One of the very urgent needs in schools

and colleges is the marketing of a line of satisfactory but inexpensive clubs, ranging in prices not to exceed \$1.25 for irons and \$2.50 for woods. Some schools are buying job-lot clubs at this price. Four clubs to a set is possibly the minimum for school use. The production of inexpensive balls has been provided.

Class Instruction

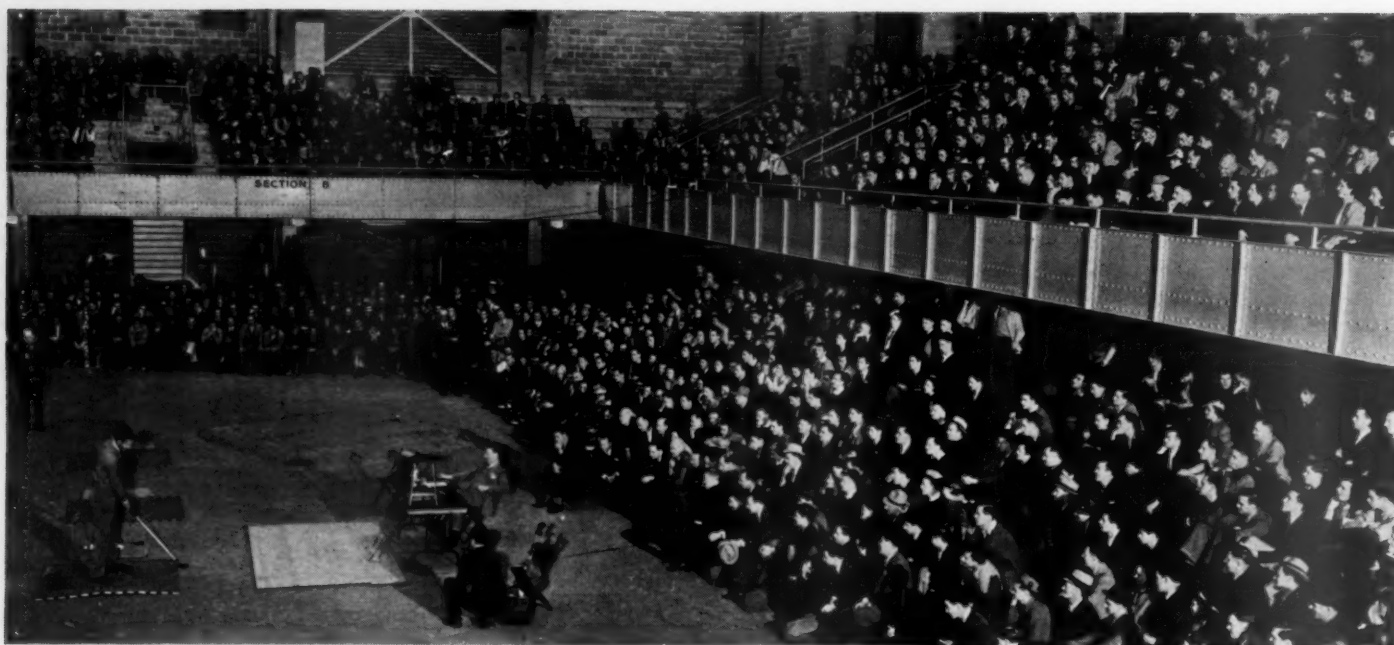
There are certain fundamentals that may be taught in class formation, such as stance, the grip, a relaxed swing and the general body position at the various stages of the swing, but because of individual physical differences, class instruction must be supplemented by individual instruction and practice. It is the general opinion



Horton Smith at the finish of a drive.



Gene Sarazen blasting from a sand trap and Johnny Revolta addressing the ball for a cut shot from a clean lie.



Horton Smith demonstrates the closed stance on a drive to visiting professionals, coaches and teachers from fifteen states and Canada, Purdue students and faculty.

that ten to fifteen in a class should be the maximum number for one instructor at any one time. If at all possible administratively, classes should not contain both beginners and advanced pupils. Where classes meet at regular hours, provision must be made for indoor work during bad weather. New devices now on the market make this a simple matter if space is available. Ample time for the discussion of golf rules and etiquette is necessary and many of the indoor hours may be profitably spent in this connection.

Fundamentals in Golf

For detailed pictures of all of the fundamental positions in golf, there are many books and magazines available. Herb Graffis, Editor of *Golfdom*, 14 East Jackson Boulevard, Chicago, has a series of twelve charts available without cost.

As the Professional Teaches

In this article it is impossible to give in detail the techniques emphasized by the co-operating professionals. However, I shall give a few suggestions made by these men to show that in the time allotted to demonstration work at the clinic much of "inside" golf was presented by Horton Smith, Gene Sarazen, Johnnie Revolta, Dick Metz and Tom Walsh.

A few of the points emphasized follow: In the golf swing Horton Smith believes in pushing with the left hand on the back swing and pulling with the left hand on the down swing, with a full body pivot and the club head describing a flat arc. Gene Sarazen believes in pulling with the right hand on the back swing and pushing with the right hand on the down swing, the club head describing a more upright arc, in a



Horton Smith teaching stance and hand position preliminary to gripping the club.

more vertical plane. Both agree that the left and right hand must work together. Horton Smith showed the proper hand position for the overlapping grip, the grip used by perhaps 90 per cent of the better golfers. Instead of placing the club head on the ground to set the correct grip, Horton Smith holds the club head about chest high. The little finger of the right hand laps over the index finger of the left hand, the left hand is rotated slightly in, the right hand likewise rotated in, the two hands thus forming a compact unit. The grip is firm but not clenched, the thumb of the left hand slightly back of the club shaft, the second joint of the right index finger snug at the back of the shaft below the left thumb. Gene Sarazen wanted us to know that there are many men and women golfers with small hands and short fingers who want something done about it. Gene demonstrated the interlocking grip which he uses. He hooks the right little

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Mass class instruction of Purdue students by visiting professionals and coaches.

A Review of Pitching Fundamentals

PHYSICAL size alone does not make for good pitching. Baseball has given us pitchers of widely varying statures. We can assume, though, that most successful pitchers are large men, tall and rangy. The bigger and stronger a boy is, the better are his chances of becoming a successful pitcher, although a boy with a strong arm and a good heart can overcome this obvious physical disadvantage.

There is no doubt that the pitcher has the most difficult position on the team; a position which demands much of the boy playing it, namely, a great amount of physical exertion and an alert mind constantly aware of the defensive situations arising quite frequently during the course of a game.

A young boy desiring to learn the art of pitching must have a free arm movement, especially in the pitching arm, and must have the strength and general make-up to deliver a fast ball. The necessary techniques in the proper use of the arms, the body, and the foot can be learned ultimately through a number of sources, but the best coach in the world cannot develop a good baseball pitcher unless the subject is fortunate enough to possess natural ability.

The Pitching Hand

All fast, curve, or slow ball pitchers should have the same position in the hand. Each type of ball is so held as to guarantee three points of contact between the thumb, finger and the ball. In the three above mentioned deliveries the space between the flesh and the ball should be the same.

Obviously, the opposing batsman can easily detect variation in position of the ball in the pitcher's hand, thereby always being aware of the particular type of pitch being delivered. The ball should be kept completely covered by the glove until the pitch is delivered. In making a wind-up pitch, the pitcher brings the gloved hand straight up in front of the face. As this occurs the ball hand meets the glove hand so that the ball is inserted well into the pocket of the glove. The palm of the hand holding the ball should be almost perpendicular to the palm of the hand carrying the glove. When no wind-up is used, the ball should be held well in the glove, well covered at all times.

The Proper Stance

According to the baseball rules for 1940,

By Joseph G. Daher
Morris Harvey College
Charleston, West Virginia

a pitcher may take two steps in delivering the ball, providing his pivot foot (the right foot for a right-handed pitcher) does not leave the pitching rubber, that is, he may step back and then forward with his other foot.

"The catcher is not longer confined to the old 'box' when the pitcher is trying to walk a man intentionally or 'pitch out'."

A discussion of the customary style of pitching would be in order here. A common mistake made by pitchers is to place one foot behind the pitching rubber when getting set for a wind-up pitch. The pivot foot should always be on the rubber and in front of it. Until this year the front spike of the back foot had to be on the back edge of the rubber, and all the weight of the body was on the back foot.

The first rule (rule 27) in legal pitching ought to be studied by beginning pitchers so that they would not make illegal deliveries. When the stance has been taken, a pitcher cannot lift either foot from the rubber unless in the act of pitching to the batter or attempting to catch a baserunner. Amateur pitchers make the common mistake of raising the first foot which is in contact with the rubber and then placing it on the rubber again just before beginning the wind-up motion. This pivot-foot movement is illegal, and the umpire should always rule it an illegally delivered ball.

It might be well now to add something in light of the new rule change for 1940. As stated in the rules discussion: Preliminary to pitching, the pitcher shall take his position with the pivot foot *always* on or in front of and in contact with the pitching rubber. In the act of delivering the ball to the batsman, the pitcher's other foot is free, except that he cannot step to either side of the pitching rubber. He shall not raise either foot until in the act of delivering the ball to the batsman, or in throwing to a base with a runner on first or second base, or both. The pitcher must face the batsman with both hands holding the ball in front of him. If he raises his arm above his head or out in front, he must return to a natural pitcher's position and stop before starting his delivery of the ball to the batsman. After the pitcher has taken the legal position for the delivery of the ball to the batsman, he *may* take one step backward and one step for-

ward, but not one to either side.

The Proper Stance with Runners on Bases

1. *With a runner on first base only:* In this situation, a pitcher should never make a wind-up delivery. His position shows the back foot on the front edge of the rubber and all the weight of the body on that foot. The front should be pivoted about 45 degrees, but the pitcher should be in a position to maintain a good balance. The pitcher's elbows should rest on his hips and his hands should be held belt-high in front of the body with the ball being well covered with the glove to conceal it from the batter.

2. *With a runner on second base only:* In this situation, a pitcher should never make a wind-up pitch. He should stand with his back foot resting from heel to toe on the front edge of the rubber, shoulders in a line with the home plate and second base, his elbows resting on his hips, his hands belt-high, the weight of the body on the back foot, and the ball well covered with the glove.

3. *With a runner on third base:* The same stance should be used here as is the case of a runner on second base, but when a wind-up pitch can be made without allowing the runner to steal from first to second, it should be made.

Proper Delivery

Proper stance, proper body motion, and a natural delivery swing of the arm are essential physical requirements of a successful pitcher.

The pitcher's feet should hit the ground and his body should assume the same relative position on all deliveries to the batsman. His body and shoulders should move as a co-ordinated unit with his feet. The feet should hit the ground in such a position as to insure a perfect balance. The shoulder farthest from the batter before the pitch should be the nearest shoulder after delivery; with the pitcher assuming an immediate position whereby his shoulders will be parallel to the pitching rubber.

This set of rules will offer protection to the pitcher in the event of a hard-hit ball, and will also be an aid to him in his ability to field grounders and swinging bunts.

A good pitcher is conservative in the use of his energy, being certain not to step toward the catcher after every delivery. A

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JOHN L. GRIFFITH, Editor

Attitudes Toward Intercollegiate Athletics

EIGHT years ago, Professor John M. Stalnaker of the University of Chicago, assisted a committee that was asked to conduct a study regarding athletics as administered by the University of Minnesota. Professor Stalnaker, following the Thurston method, measured the attitudes of groups such as undergraduates, faculty, letter men, business men, newspaper editors, etc. He also attempted to determine the attitudes of the college and university presidents throughout the United States. Some of the replies that were then received may be profitably analyzed. There is no way of course of comparing the attitudes of the college and university executives of 1932 with the attitudes of those same men today.

Of those who responded to the inquiries sent them, 96 per cent stated that they felt that intercollegiate athletics had a legitimate place in a college or university. This is encouraging to those of us who are interested in the perpetuity of college sports.

Of the presidents, 90 per cent stated that they believed that too much money was spent in college athletics for coaches, equipment, traveling, etc.

Undoubtedly most of the money spent in college athletics comes from gate receipts and is not taken from the university or college treasury. Of course the American people spend money freely for many things that are not as important as other things that receive but scant support. For instance, it is reported that some of the Hollywood actors and actresses have incomes of approximately \$300,000. Joe Louis will make more in one fight than many leading educators would approximate in salaries extended over a number of years. More money is spent for travel expenses of college football teams than is spent for educational trips of other sorts. The point we should keep in mind, however, is this, that if this money that is now being spent for coaches' salaries, equipment, traveling, etc., were reduced or eliminated entirely, this would not neces-

sarily mean that other college departments would thereby be benefited.

Ninety-one per cent stated that they would not like to see intercollegiate athletics abolished at their institutions and the same number said that intercollegiate athletics added to the average student's general enjoyment of college life.

Eighty per cent said that athletic problems did not consume more of their time and attention than they deserved and 84 per cent stated that the present condition of intercollegiate athletics was reasonably satisfactory to the institutions represented by the presidents in question.

Of the presidents, 53 per cent predicted a decline in interest in football in the near future. This is interesting because public interest in college football as shown by the attendance figures has steadily increased each year since 1932. Back in the early days of the depression there were a number who predicted that college football reached its peak in 1927 to 1929. These persons undoubtedly underestimated the hold that football has on the American people.

A university president some years ago stated that a college or university could have just about the kind of football that the authorities of that institution wanted. Some would hold our presidents responsible for a mal-administration of athletics. Our conclusion is that all who are responsible for the administration of athletics in the institutions of higher learning must share full responsibility with the executives for the kind of an intercollegiate program that is developed.

Finland, a Nation of Athletes and Sportsmen

IN January of this year, the organizing committee for the XIIth Olympic Games which were scheduled to be held in Helsinki on the 20th of July to August 4th, issued the following statement addressed to the athletes and sportsmen of the world. This statement, which speaks for itself, we take pleasure in repeating in these columns:

"In 1938 the International Olympic Committee entrusted Finland with organizing the XIIth Olympic Games in Helsinki, Capital of the Finnish Republic. Finland and her sportsmen accepted this commission with gratitude and, thanks to the generous sacrifices of the entire nation the preparations had progressed so far by the autumn of 1939 that the successful realization of the games seemed ensured. In a cheerful and confident spirit we looked forward to the arrival of the world's athletes and sportsmen as our guests.

"When the European war broke out last autumn, Finland decided to continue her preparations for the Olympic Games. We thought that even in time of war it was important to keep alive the Olympic idea, an idea that would unite all the nations of the world in a spirit of peace and brotherhood. We felt that it was our duty to arrange the games at the very time when their significance, as a symbol of

goodwill among the nations, was greater than ever. Shortly after having been entrusted with the games we defined their aim: to be a feast which would awaken, in all individuals and nations, a desire for mutual understanding and hold before the eyes of a world, infected with discord and suspicion, the ideal of peace.

"But when less than a year remained before the games, Bolshevik Russia attacked our peaceful people, thereby violating her Non-Aggression Pact with Finland. She disclosed her intentions by making air raids on the unfortified Olympic City killing women and children with bombs and machine guns. Russia's aim is to destroy Finland's independence through bloodshed and fire.

"The people of Finland have taken up arms as one man. They have abandoned their peacetime occupations and are now using all their power to defend their right to their native land. The nation fights for its very existence.

"At this moment Finland is not sending out information about the Games. Nevertheless the Organizing Committee of the XIIth Olympic Games has met in order to make this appeal to the athletes and sportsmen of the world. We beseech you, our fellow athletes and sportsmen in all parts of the world, to think of Finland at this moment—Finland, the country, which was entrusted with the XIIth Olympic Games, the country, which expected to greet the flower of the world's youth as her guests at this great festival of peace, the country which has been attacked without the slightest justification by a Great Power pursuing its bolshevist policy.

"And when you are thinking of Finland may you understand that, however encouraging the sympathy shown us by the world has been, it is not sufficient for a nation struggling against an enemy fifty times greater in size and power.

"It's up to you, also, athletes and sportsmen of the world, to decide whether this appeal from the Organizing Committee of the XIIth Olympic Games shall be a last message or not."

The heading that appeared at the top of the printed statement read, "Bolshevism and Humanity." We perhaps appreciate now the fact that the brave soldiers of Finland fought not only for their homes, their lives and their liberties, but also waged war for a principle. That principle has been expressed many times in the Olympic Games from the days of the Greeks until the present. That principle is at the basis of our American form of government. When the history of these times is written, undoubtedly it will be recorded that the sportsmen soldiers of Finland by their deeds wrote the saga which has perhaps been equaled but never surpassed by any other people at any other time. Mr. Maki, you will recall, was quoted, when asked how he accounted for the fact that the Finns had done so well against such great odds, as saying, "Finland is a nation of athletes and sportsmen."

The letter from the Finnish Olympic committee and this editorial were written when the Finnish soldiers were putting up an heroic resistance against the Bolsheviks. Today the war is ended—

it may be for only a time, but the guns are silent. The sportsmen of the world will long continue to salute Finland, a nation of athletes and sportsmen.

Legitimate Aid for Athletes

IN a recent address before Yale alumni, President Charles Seymour of Yale University was quoted as saying:

"Just as our students in their classrooms deserve the best teaching we can provide, so our athletes ought to have the best coaching. The policy is designed for the welfare of the players, rather than to chalk up victories; it is impossible that we should honestly profess an indifference to victorious teams.

"We should not be honest if we professed an indifference as to the athletic quality of our undergraduates. We like to see good players come to Yale. We are all agreed that athletes should be admitted to Yale on exactly the same terms as any one else, no harder and no easier.

"If the athlete needs financial assistance in order to win an education at Yale, his application should be judged by the same criteria as those applied to the non-athlete. It is the Yale tradition that we admit and treat athletes and non-athletes upon an exactly even plane."

President Seymour's suggestion that athletes who need financial assistance should be judged by the same criteria as those applied to non-athletes, emphasizes a point that is often overlooked by those persons who have a cynical attitude toward college athletics. Most assuredly an athlete should not be denied student aid in the form of scholarships, loans or campus jobs because he is an athlete, neither should he be given these aids by way of paying him for playing on the intercollegiate teams. The public, generally speaking, does not differentiate between legitimate aids to athletes and subsidies. Yale University does not subsidize athletes but boys who need financial assistance may apply for financial aid even though they may be athletes.

Thanks

WE take this opportunity to thank those of our readers who have expressed their approval of the editorials in the *ATHLETIC JOURNAL*. Since we have attempted to put in writing through the years thoughts concerning matters more or less controversial, we realize that all of our readers have not agreed with us on all subjects. Those who have not agreed, however, have been most tolerant.

With the world passing through an unusually critical period we have counted upon the coaches, their sanity and their sportsmanship to aid in the adjustments that must be made.

Believing as we do that coaches are interested in serious matters we have taken the liberty of chatting with them through these editorial pages concerning the things that seem to us to be of serious importance.

The 1940 Basketball Championships

ALABAMA

Buddy Braly

Marion County High School, Guin

THE Alabama tournament was held for the first time in the University of Alabama's new field house. Sixteen teams representing the eight districts of Alabama met in Tuscaloosa and play ran the two days of March 8th and 9th.

I was very fortunate in having the same five boys back from a district championship team of the previous year and, therefore, they were well-grounded in fundamentals. Through the season my hardest job was keeping the boys from going stale or getting negligent.

For offense we used a combination of fast break and slow or set plays. Since we had no outstanding one-scoring man, our offense was well distributed and I consider this one of our main advantages during the season. We used the fast break from any position on the floor, but always concentrated on the idea of making every pass good.

For set plays we had considerable success with double pivot-plays, but in each game we varied from double pivot with three men out to a single spot-man with the boy playing the front half of the circle

and two men out. Against a man-to-man defense we had success with screen plays from a set-up of three men out and two men in.

On defense we used a zone the entire year and only twice did a team score more than twenty points against us.

Marion County High, in reaching the finals, defeated Tuscaloosa, Boaz and Pell City. In the finals we met and defeated Pisgah, a team which was rated as one of the best passing teams ever to enter an Alabama state tournament. Pisgah, in reaching the finals, had defeated Pleasant Home, Phillips of Birmingham and McGill of Mobile.

As a whole the tournament was stronger this year than ever before. Our district also was unusually strong and I attribute some of our success to the competition that we had during the season. For the season we had a record of twenty-seven wins against no losses. Only one boy on the team was a senior. Our successful season may further be largely attributed to a good squad of boys who were willing to work hard and long.

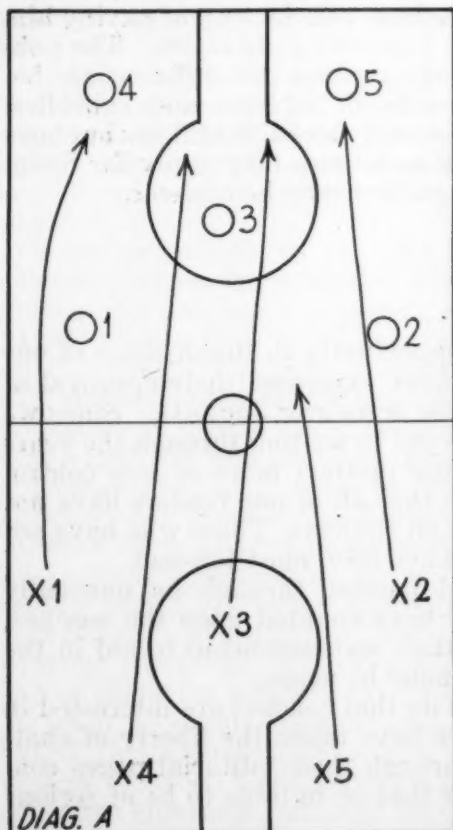
The attendance for the tournament was the second largest in its history and this is the first time that a team from the seventh district has ever won the tournament.

tallest men and leading contenders for the championship.

In the meantime Jonesboro, the host team and remaining favorite, had advanced to the finals with victories over Mansfield, a forfeit from Nemo-Vista, and a cautious victory over Alma, a team that showed a great deal of strength by eliminating the strong El Dorado club.

The final game between Jonesboro and Stuttgart was fast. Both teams were composed entirely of seniors with the exception of the Jonesboro forwards, a sophomore and a junior. Long known as a proponent of the fast break, Jonesboro used speed tactics to gain an early lead, and for three fast quarters only a few points separated the two teams. Going into the final quarter Jonesboro enjoyed a twelve-point lead when the fast pace and strain of tournament play began to tell on the Stuttgart boys. Jonesboro scored almost at will in the fourth quarter and won 60 to 32, the greatest margin of victory in the history of the tournament.

The tournament emphasized the fact that Arkansas schools, particularly in the A division, were predominantly in favor of the fast break and pressing defense. Although a few teams, notably Hope and Beebe, used occasional set plays the dis-



ARKANSAS

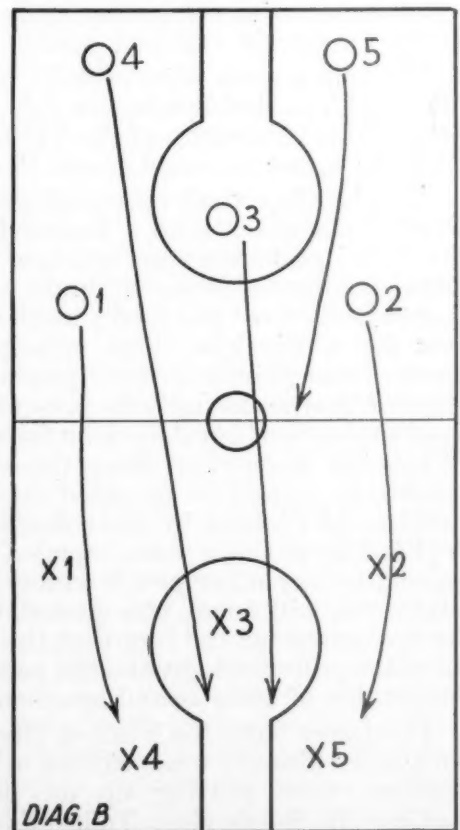
Class A

Clarence H. Geis

High School, Jonesboro

OF THE twelve teams eligible to enter the state tournament as champions of their district, eleven were on hand to stage one of the best tournaments in the history of the Arkansas Athletic Association. The tournament was held at Jonesboro, long known as the "hot spot" of Arkansas high school basketball.

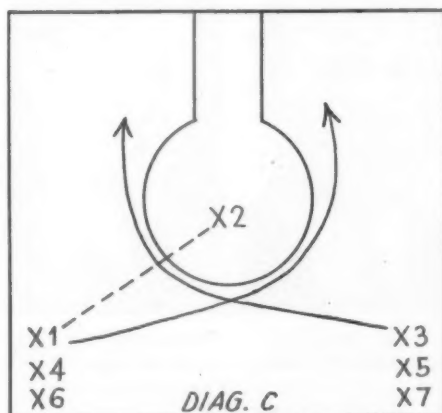
A turbulent season, filled with reversals and upsets, had prepared the fans for a hotly contested tournament, and they were not disappointed. At the end of the regular playing season Beebe, Hope and Jonesboro were rated an almost equal chance for the crown with Stuttgart listed as a possible dark horse. After a first-round bye Stuttgart opened the fireworks by winning from the tall Hope team and continued their fine performance the next time out by trouncing the equally tall Beebe quintet by a score of 48 to 38. This victory put them in the finals. Stuttgart's victories were noteworthy because they boasted of only one man over the six-foot mark whereas their opponents were probably the two teams in Arkansas with the



tinguishing feature of the entire tournament was speed. The only team to use a zone defense was El Dorado and that team was eliminated in the second round. Practically every team used an assigned man-to-man defense, and most of them preferred to pick their men up as they came into the front court. In the close games, however, it was quite common to see both teams employing a pressing man-for-man defense over the entire play-area.

Fans over the state have expressed the opinion that this year's tournament was one of the best in the history of the tournament, not only from the standpoint of increased attendance, but from the high quality of play generally exhibited. Unquestionably, basketball in Arkansas has been materially aided by the construction of a great number of gymnasiums throughout the state in the last few years.

In Diagram A, X1 begins the drill by shooting from the court. The ball is taken off the backboard by anyone close enough to get it, and as soon as it is evident that the ball is under control the entire team breaks for the offensive basket. The idea, of course, is to score as quickly as possible. One of the offensive men follows the shot and uses a hook pass out to X5 who has trailed the breaking members down court. X5 then shoots from the court and the entire process is reversed, with the other team breaking as shown in Diagram B. The members of each team break back and forth with their men but do not interfere with the passes. It is almost needless to remark that a drill of this



type is a great conditioner, and certainly gets the boys in an offensive frame of mind. Defensive drills are also worked off this same set up.

For occasions when we find the defense already set we employ the drill outlined in Diagram C. X1 passes in to X2 and breaks diagonally in front of X3. X2 exercises any of his options of faking, passing, or pivoting and shooting. The tendency to handle the ball too much on this drill must be curbed.

Except for a general structural set up as outlined in Diagram C we did not rely on set offensive plays at all in our general

play, using set plays for the tip-off and out of bounds only.

ARKANSAS

Class B

L. L. Williams

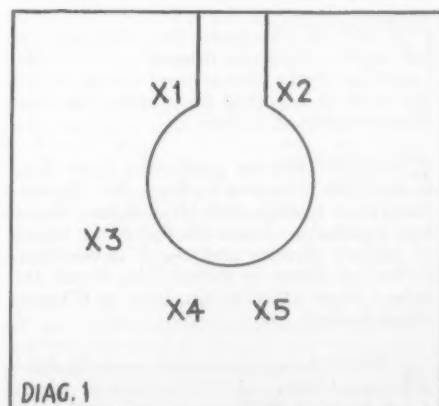
High School, New Edinburg

TWENTY-FOUR excellent teams participated in the 1940 State High School Basketball Tournament. Jonesboro was host this year to both A and B divisions. The divisions in this state are based on a school's enrollment, but B teams have the option of participating in the A class if they prefer. Only A- and B-class winners of each of the twelve districts may enter the state tournament.

This year's B tournament was quite distinctive in several respects. All teams relied upon a slow-breaking offense and only two used the zone defense. Screening floor plays were quite rare while most teams placed little confidence in scoring plays on tip-off and out-of-bound situations. I might say here that these features were quite different from the offensive tactics employed by several class-A teams.

The B tournament was interesting in that the one-sided games were played early. Judsonia, Central and Omaha were outstanding in first-round play and were established as favorites. Coach Carpenter's classy Judsonia five in particular impressed the critics, and New Edinburg was conceded little chance of stopping them in the semifinals. We managed to win by one point 28-27 although the Judsonia team enjoyed a six-point lead at the end of the third quarter. This game serves as an excellent illustration of New Edinburg's true scoring punch. Captain Grover Sims, the tournament's high scorer, made seventeen points while Leonard Cements tallied nine and held the opposing center scoreless. In the other semifinal game Friendship, another dark horse, lost to Omaha by a one-point margin. New Edinburg won over Omaha in the finals, but we had a hard time overcoming their zone defense—a type we had faced only once during the season.

New Edinburg used no floor plays what-

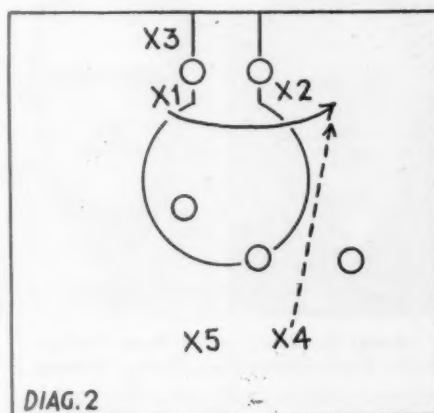


soever. However, we used a couple of center-tip plays that we tried to score with and a set formation as an offensive basis. This formation is shown in Diagram 1. X1 and 2 were both rangy boys with considerable knack at hitting the pivot shot. Our center, X3, was given the option of working in and out. Our offense consisted in passing in to 1 or 2, this player shooting the pivot shot, reversing for a lay-up shot, or passing to an open team mate. We also depended a great deal on follow-up work on the part of 2 and 3.

New Edinburg used a very loose man-to-man defense that in some respects resembled a zone. All players were alert to shift to pick up any open opponent near the basket. Our first point was to break fast to the defensive area.

I have stated earlier that a zone defense used by Omaha gave us considerable trouble. In Diagram 2 I have outlined a set formation that worked well against their 3-2 set-up. In fact, it worked so well that Omaha used a man-to-man the last quarter—a defense to which they had not resorted any time during the season. As shown in the diagram, X1 broke across in front of X2 and received the pass from X4 fairly near the basket. Our center under the basket was in good position for follow-ups and also for a high pass from X4 who appeared to be trying for a goal.

I feel that the entire credit for our success should go to the players. The boys maintained a splendid attitude throughout the season toward matters pertaining to the game. We were about as outstand-



ing because of our sportsmanship as in our playing. I was very proud of the boys and felt that we deserved to win.

COLORADO

Class A

George Grosvenor

Centennial High School, Pueblo

COLORADO has eight teams in the class-A play-off which is held in Denver and is sponsored by the State High School Athletic Commission. These eight



Buddy Braly
Guin, Alabama



Clarence H. Geis
Jonesboro, Arkansas

AT Birmingham Southern College Mr. Braly took part in three sports. For three years he has been coaching in Marion County where his teams have made an enviable record, his basketball teams winning seventy-three games and losing nine, his football teams losing only seven out of twenty-six games played.

IN 1930, Mr. Geis was graduated from the University of Arkansas, where he won letters in football and baseball. After a year of coaching at Jonesboro he went to Minden, Louisiana. He coached five years at Minden and three years at Texarkana before returning to Jonesboro last fall, where he modestly puts it he inherited a good basketball team.

WHILE a student at Arkansas State Teachers College, Conway, Mr. Williams participated in football, basketball and track. He attends the summer sessions of Louisiana State University where he is working toward a master's degree in the school of physical education. During his two years at New Edinburg, his basketball teams have won sixty out of sixty-four games.

FOLLOWING his graduation from the University of Colorado in 1934 where he participated in football, basketball and track Mr. Grosvenor played professional football. Two years ago he became football and basketball coach at Pueblo Centennial. In addition to the championship in basketball his football team was runner-up in the state.

WHILE in Logan County High School, Sterling, Colorado, Mr. Hay broke the state high school record in the high hurdles in 1927. His first two years of college were spent at Penn College, Oskaloosa, Iowa, where he lettered in football, basketball and track, being individual high scorer of the conference for two years in basketball and establishing the conference record in the 50-yard low indoor hurdles. His last two college years were spent at Greeley State, Greeley, Colorado where he lettered in football, basketball and track. During the two years in which he coached at Brady, Nebraska one of his teams went to the state tournament at Lincoln. For the last three years he has been at Rocky Ford, Colorado, where the team his first year reached the finals of the state tournament and this year his team won the state championship.

A GRADUATE of Rollins College where he participated in football, basketball and baseball, Mr. Worley has been at Taylor County High School five years. In this time his basketball teams have won ninety-four games and lost but twenty-four.

GRADUATED from the University of Idaho, Southern Branch in 1939, Mr. Carte has made an excellent record in his first year of coaching by winning the state championship of Idaho.

FOLLOWING his graduation from Kansas State Teachers College, Mr. Thomas coached at College Hill High School, Greeley, Colorado. From 1924-1929 he served as athletic director and coach at the State School of Mines in Rapid City, South Dakota. Since 1930 he has been at Winfield High School.

AFTER being graduated from McPherson College in 1935 where he played football, basketball and tennis under the



Harold Binford
Buhler, Kansas



Winston S. Dodge
New Bedford, Mass.



L. L. Williams
New Edinburg, Ark.



George Grosvenor
Pueblo, Colorado



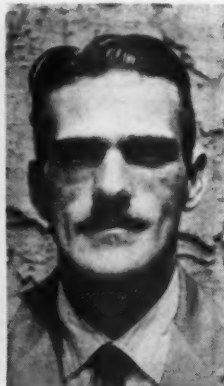
Lester D. Orr
Traverse City, Mich.



Floyd Eby
Williamston, Mich.



Lester L. Hay
Rocky Ford, Colorado



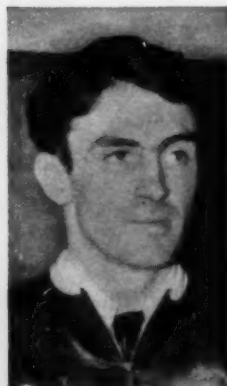
Paul Worley
Perry, Florida



J. W. Kleimola
Hermansville, Mich.



Walter M. Mikulich
Breckenridge, Minn.



Water Carte
Emmett, Idaho



Ollie Thomas
Winfield, Kansas



C. O. Kamp
St. Louis, Missouri



R. W. Taylor
Havre, Montana



Edwin Whitehead
Sparks, Nevada

R. J. Garrett
Berlin, N. H.

teams come from four class-A leagues, each league sending their winner and their runner-up.

Pueblo Centennial was the winner of the South Central League for the first time. Centennial's record for the league was very commendable. The team played twelve league-games with an average of forty-one points to their opponents twenty-one points per game, and they had the distinction of going through a season of twenty-two games without a defeat.

This is my second year of coaching, and my style of set plays was new to all the boys, but they have made splendid progress in the last two years. We used a screening offense against a man-to-man defense and a set formation with extensive passing against a zone defense. We also used a fast break when the opportunity permitted. Considerable amount of time was spent in perfecting ball-handling, and at the state meet the ball-handling of my team was very noticeable and received much favorable comment.

The plays we have used most successfully against man-to-man defense are as follows:

Diagrams 3, 4, 5 and 6 show the plays that we used against a man-to-man defense. Diagrams 7 and 8 illustrate out-of-bound plays used against man-to-man defense. Diagram 9 shows a play used against a zone defense. The success of this play and the success of any offense against a zone defense depends upon the ability of



DIAG.3

coaching of his brother, Melvin J. Binford, Mr. Binford has coached basketball at Buhler High School. During the summers of 1938 and 1939 he did graduate work at Denver University.

IN 1926 while at Brown University, Mr. Dodge was a member of the iron-man squad. He was graduated from that institution in 1929. Since 1932 he has been coach of football, basketball and baseball at New Bedford. His teams have been consistently at the top, with one hundred and eleven wins and but thirty-five losses.

AFTER his graduation from Monmouth College in 1928, Mr. Orr coached seven years at Waukon Junior College, Waukon, Iowa. For the past five years he has been at Traverse City.

UPON graduating from Michigan State College in 1939, Mr. Eby went to Williamson as coach of athletics and instructor in physical education. His 1939 football team won the Ingham County League Championship with seven victories and no losses. His basketball team won twenty-two out of twenty-three games during the 1939-40 season.

UNDER the tutelage of Carlton B. Roels then at Mountain Iron High School and Louis Janssen at Virginia Junior College, Mr. Kleimola had his playing experience in football and basketball. Since his graduation from the University of Minnesota in 1930, he has had five years of coaching in football and ten in basketball.

SINCE his graduation from Moorhead State Teachers College in 1937, Mr. Mikulich has been coach of football, basketball and track at Breckenridge High School.

A GRADUATE of Montana State University in 1935, Mr. Taylor coached four years at Cut Bank High School where he had two Class-B championship teams. His first year at Havre, his team won the Class-A championship.

WHILE at the University of Nevada from which institution he was graduated in 1930, Mr. Whitehead played varsity football under the tutelage of "Buck" Shaw, now at Santa Clara, and varsity basketball under J. E. "Doc" Martie. At Fernley, Nevada his team won the Class-B basketball championship in 1937 and since going to Sparks High School he has won the Western Zone basketball championship in 1938 and the state championship in 1940.

AT Livermore Falls High School (Maine) Mr. Garrett took part in all the sports that the school offered, basketball and baseball. At Bates College Mr. Garrett played four years of varsity baseball. Basketball was not played at Bates until the year following his graduation. Ten of his fourteen years of coaching have been spent at Berlin High. In that time his teams have won four state championships and have been runner-up once. At Berlin Mr. Garrett carries a squad of thirty basketball players hence his "incubator is always full of brooders."

SINCE his graduation from the University of North Dakota, Mr. Grunenfelder coached six years at Oberon and three years at Mandan as assistant coach. For the last three years he has been head coach at Mandan.



Salvador Perez
Santa Fe, New Mexico

F. A. Grunenfelder
Mandan, N. Dak.

the players to handle the ball.

Centennial had a well-balanced ball team. The average height of our players was 6 feet, which was less than that of any other team in the state meet; but the lack in height of the players was offset by their ball-handling and shooting. All except one of the teams in the state meet used a man-to-man defense. Centennial, Fort Collins and Boulder were the only teams that used screen plays extensively.

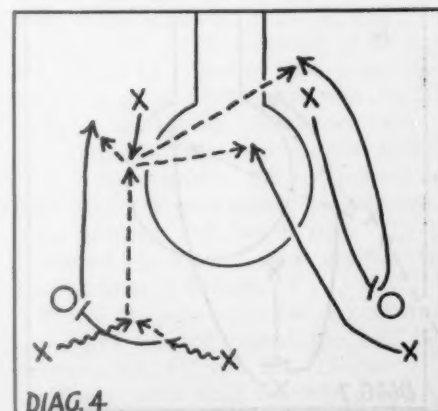
COLORADO

Class B

Lester L. Hay

Rocky Ford, Colorado

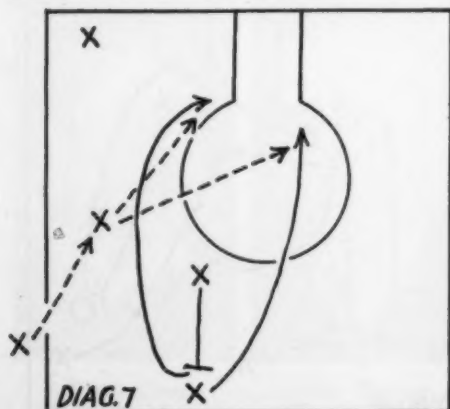
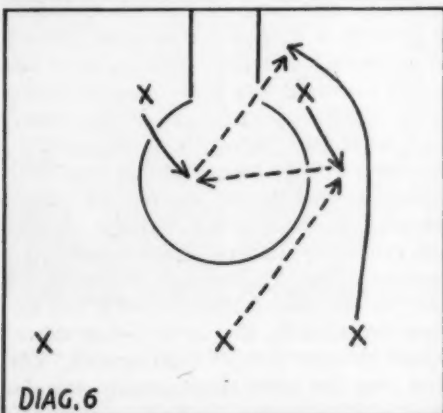
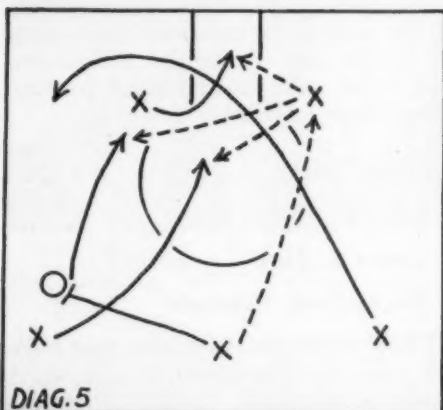
THIS marks the third year that Colorado has been divided into classes A and B in basketball. The method of placing teams into classes A and B in Colorado is perhaps a little different from that in other states. A survey was taken of the teams that had won state championships for a number of years and it was found that, except for three, the championships had been won by teams coming from four strong leagues made up of the larger schools. It was decided that the winners and runner-ups in these four leagues would comprise class A, thus eight teams would play for the class-A championship and sixteen for class-B, the latter being determined by eight district tournaments. The first year the state championship was de-



DIAG.4

cided by A and B divisions playing each other, but the results were not satisfactory, so for the past two years there have been separate class A and B tournaments.

The teams in class B this year were about equally divided in the use of the man-to-man, zone and combination of zone and man-to-man defenses. In class A only one team out of the eight used a zone defense. Each of the four teams that we met in the tournament used a different type of defense. Westminster used a shifting zone defense; Fountain employed a 2-3 zone with their center staying back under the basket, and playing man-to-man anyone that we would put under the basket; Brighton, which I might mention was coached by my brother, Dick Hay, used a man-to-man defense, but when a screen play was started the players floated back under the basket in a zone. Grand Junction, a very rangy team, employed a man-to-man defense throughout the entire game.



We also used a man-to-man defense the entire season, picking our men up all over the floor playing them rather close for interceptions. This defense worked very satisfactorily as we played twenty-two games, winning twenty of them and the teams averaged only a little over nineteen points per game against us. In the state tournament the four teams that we played averaged a little over seventeen points against us.

Offensively we played for a fast-break when it was possible, but if we could not fast-break, we used set plays. In our set plays we used four different formations, depending on the height and the ability of the team that we were playing.

Of particular interest to me in watching teams in both class-A and class-B play was the large number of unusually tall boys competing.

We tried to develop the four formations shown in Diagrams 10, 11, 12 and 13 with the idea that we could adjust one of the formations to the team that we were playing and also to the type of gymnasium.

The formation shown in Diagram 10 we used when the opposing team had tall guards and the floor was wide, our main objective being to place our forwards out on the back line, drawing the guards out from under the basket and having the center of the floor open.

The formation shown in Diagram 11 we used when the floor was narrow and the height of the opposing players was similar to ours, the main objective being not to crowd too many men under the basket and to make use of the two best pivot men on the double post.

We used the formation shown in Diagram 12 when the floor was wide and the opposing players were similar in height to our players, our objective being to work screen plays with the forwards and center and at the same time to be able to break our guards through the middle of the floor, if we found that either forward was weak defensively.

The formation shown in Diagram 13, we tried to work out for any size floor or any size team. We used the single post in an attempt to screen off either forwards or guards.

FLORIDA

Class B

Paul Worley

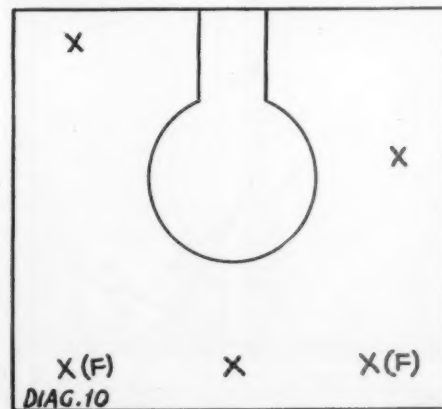
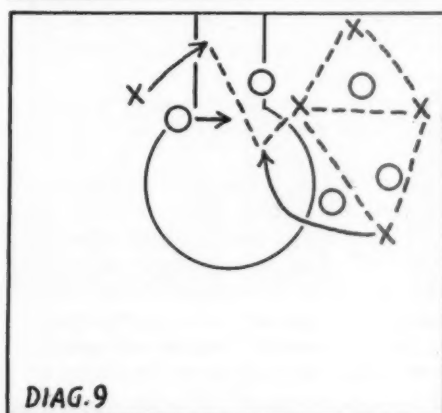
Taylor County High School, Perry

FLORIDA high schools, for basketball only, are divided into two classes, A and B. Schools so classified are determined by the number of boys in high school. Those having less than 175 boys must compete in the class-B tournaments. Throughout the state the B schools are then divided into districts, with each district averaging about twenty-eight schools.

One week prior to the state championships, tournaments are held in each district with the winners and runners-up qualifying for the state championship play-off. The tournament is held annually at the University of Florida in Gainesville.

The majority of the sixteen teams entered favored the zone defense. However, the teams that employed it could not cope with the teams that used a fast-break offense and a man-to-man defense over the whole court, and sometimes dropping back to half court. That was the system that we employed which proved quite successful. We constantly kept our opponents in confusion by changing our defense from all over the court to that of a half court. By switching we were able to keep our men fresh and were able to add to the confusion of our opponents.

Perry, in winning the championship, defeated Palmetto, in the finals. This is the first time in the history of the school that



we have won, although we went to the finals in 1939, only to be defeated by Cross City.

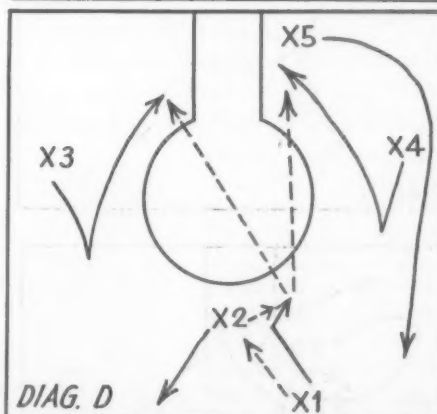
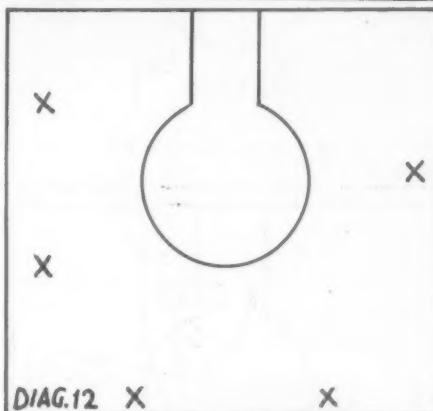
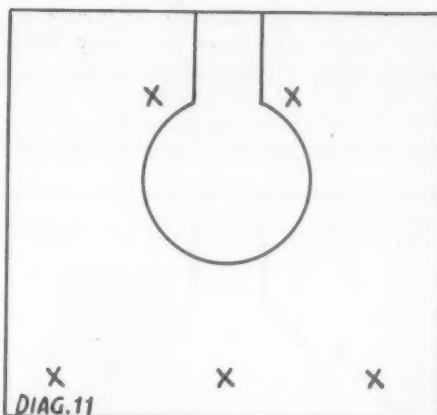
We won by using a well-balanced attack both on defense and offense. Some teams featured a superior offense or defense. I leaned away from that system this year. Stressing my offense as much as the defense, I tried rather to blend the two into one, a feature that proved most successful. A majority of the drills through the season consisted of ball-handling which was emphasized strongly. I like good ball-handlers, for if the boys cannot control the ball, they cannot expect to get in a position to shoot. Our passing and dribbling at the tournament were excellent and a bit superior to that of any team there.

We played a man-to-man defense, playing a tight or loose style according to the style of play of the team that was opposing us. In most of our games the man-to-man was used all over the court, a system that is quite good, I think, if the players are fast and quick. I was fortunate in having boys who had that ability, and they were able many times to intercept passes and break away for baskets. It is a system that can be most disconcerting to a team's offense, especially, if they are using a slow break. In the final games I switched this style and had my boys pick up their men back in the opponent's scoring court. This factor apparently won us the championship, as we were up against a fast-breaking team. This change enabled my boys to remain fresher and they were able to finish strong.

I used the fast break at all times, although we had three plays which were used at times against zone defenses. Our fast-break system alternated at times, three men in or two in, with three out working the ball for a shot, usually a set-up.

I would say that we won our championship more because we played to our opponent's weakness and took care of their strongest men, rather than through a superior team offense of our own. The Perry boys are due much credit for their ability to take advantage of their opponents' weaknesses and to diagnose them in the heat of the battle.

In our first game we eliminated a strong St. Paul team, the second seeded team of the tournament. This team used a fast break with a zone defense. They shifted into a man-to-man defense at times. Leading us 28 to 27 with five minutes to go they shifted into their man-to-man defense. Perry proceeded to run them "ragged" after this change and made twelve straight points to win the game 39 to 28. In this game I assigned my best player, R. F. Ritch, a forward, to St. Paul's mainstay, Charlie Barr, who was a guard with a very good pre-tournament record. Ritch held him to four points, while Ritch himself was able to score eleven points. Our success in "bottling up" Barr won us the



game.

In the quarter finals we eliminated Tampa College High 26 to 25, continuing to follow our same tactics of playing to the opponent's weakness. Tampa played a slow break. By taking their men all over the court, we were able to intercept many balls which resulted in easy baskets

for us. Many times two or three boys had the ball under the basket free from opponents. Tampa had a much taller team than ours and after building up a safe lead we were playing to hold the ball and just managed to stave off a last-period rally. Previous play had been furious and Perry players had begun to tire in the last period.

In the semifinals we eliminated Graceville 35 to 31. This team led us at the half 20 to 15. However, we dropped our forwards back in the last half, letting them pick their men after they crossed the center line. This so completely confused and stopped the Graceville team offense that they cracked wide open and we went on to score fifteen points in the third period, while they scored one.

In the final game Perry won 25 to 20. Score was against us the first period 6 to 4; at the half it was tied 12 and 12; the third quarter ended 20 to 16 with Perry on the long end. Palmetto played a zone defense setting her boys fairly back close to their basket. Palmetto never moved out, but several times switched to a man-to-man defense, which in every instance proved disastrous to them. We constantly worried them with our defense all over the court, while in the last half we definitely shifted back to the half court. This change enabled us to finish strong and at the same time it seemed to upset the Palmetto team. I rather think that they intended to tire us out in the last half. They had one of the best fast-breaking teams at the tournament.

It would be hard to single out any one individual and say that he was responsible for the victory. It was definitely a team victory.

In the play shown in Diagram D, X1 brings the ball down the court. X2 has set up just in front of the zone. X1 passes to X2 and cuts by, fast and close, gets a return pass from X2. X3 and X4 break out then cut back to the basket. X1 passes to X3 or X4. If covered he takes a jump shot while X3 and X4 follow up. X5 circles out to play safe. X2 also comes out after completing his play. This leaves two men backing up in case of an interception.

In the play shown in Diagram E, X1 brings the ball down, passes to X2 who returns the pass and pivots around the front center man. X3 and X4 break down the court and return a quarter of the way. X1 passes to either of these men, then backs up to play safe. X4 passes to X2, going to the basket. X5 draws away to the corner to follow up or play safe in case of interception. X3 also follows up. This play was good against teams using a three-man-out and two-in zone. To be successful the players must get between the two lines of defense.

Where the zone was close and compact the Perry players passed the ball fast between X1, X2 and X5 (Diagram F), keeping it until their opponents became

lax, disconcerted or began to spread out, then they broke as indicated, X1 and X2, however, did not break together, one always playing safe. This was good when we had the lead.

IDAHO

Class A

Walter Carte

High School, Emmett

THE 1940 Idaho State Class-A Basketball Tournament, played at the University of Idaho at Moscow, proved to be the most evenly contested of any of the state tournaments in recent history. Eight teams from widely separated geographical locations of this state furnished widely divergent styles of play, none of which showed a marked superiority over any other.

For the second consecutive year a slow, deliberate team won the tournament. In fact, the teams this year, contrary to what the majority of the teams in this section of the country had used, slowed up considerably. The razzle-dazzle, race-horse style of play was almost entirely discarded as every team had a more or less set offense.

The defense of six teams was a man-to-man type; one team used a strict zone, and one team used both types. Two teams used a crowding man-to-man defense covering the full length of the floor, while Emmett was the only team to use a very loose, retreating, shifting man-to-man style of defense. I found this style of defense very effective throughout the year and only twice in twenty-nine games were we forced to abandon these tactics. We lost both games.

The rest of our system of play was gradually worked out during the year from a basic pivot-post style. I found a group of totally inexperienced players in Emmett as I started my first year as a coach and was forced to spend much more time on fundamentals than I had anticipated. Of course, we were very slow starting with so much inexperience and lost seven games during the year. However, this fact proved somewhat advantageous as we reached our peak very late in the season,

during the district and state tournaments.

We used a set offense with very little interchanging of positions on the floor by the players. About seven screen plays with two or three variations of each to meet different defenses and two different

offenses against a zone comprised our offensive play. I tried to have each of the players specialize on passes and shots from one position and was able to make an ordinary group of basket shooters from a very poor group at the start of the season. We used a fast-break only rarely and made no particular effort to score by such means. Probably a total lack of reserves was the deciding factor in using a deliberate style of play.

Our team was the only one in the tournament to use a totally set offense, the others having a definite floor plan of offense with most teams using either a moving pivot man or interchanging pivot men. Nearly all of the teams were constantly on the alert to use the fast-break if any opportunity at all presented itself. However, our team had no difficulty in stopping the fast break, having had only one basket scored by such means during the tournament by our opponents.

Perhaps our ability to keep possession of the ball, our success in rebound play and our exceedingly strong defensive play were the factors that helped us win a tournament in which there were five games with a difference of two points or less.

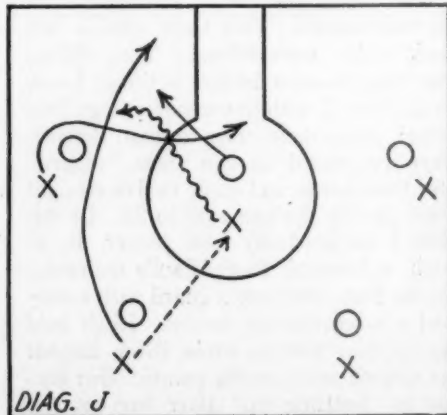
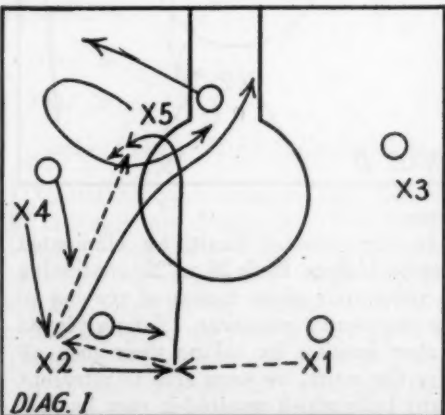
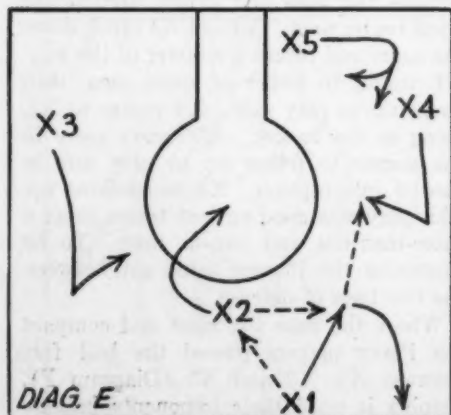
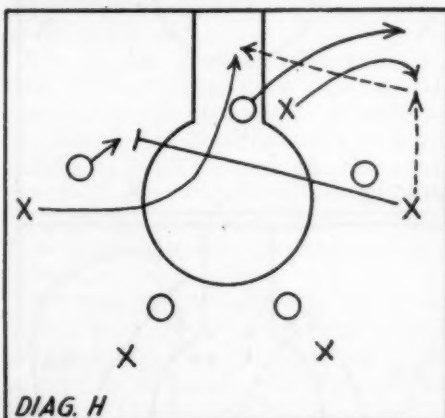
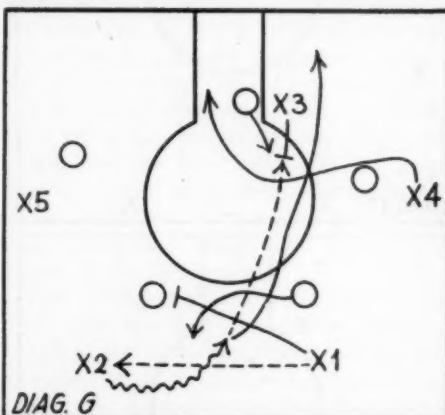
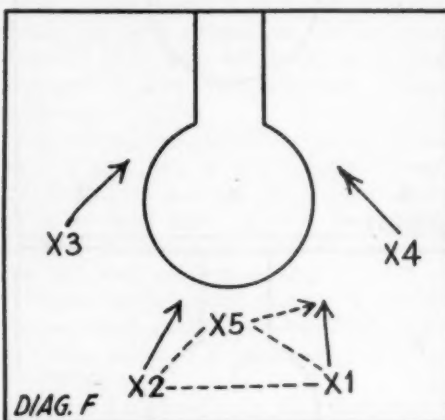
In Diagram G, X1 passes to X2, follows his pass, and screens. Dribbling past the screen, X2 passes into the pivot man X3 and he and X4 break past the pivot man. This screen was merely designed to force the defense to switch assignments in order to get the ball to the pivot man.

Diagram H shows a moving screen away from the ball, the pivot man moving away from the basket.

Diagram I shows a mere interchange of pivot men. X1 passes the ball to X4 moving out and breaks toward the basket, reverses direction, and sets up a pivot post. The pivot man moves out at the same time, and after the forward has cut through the middle, he swings around the new pivot man. The forward, cutting first nearly always attracts all of the defense.

Diagram J shows a moving pivot post with the pivot man dribbling the ball and threatening to shoot before the guard and forward break past him.

(Continued on page 29)





RIDDELL

THE HOUSE OF QUALITY and SERVICE



FOOTBALL SHOES



Style 89—Game shoe of Yellowback Kangaroo—soft toe—buffed sole—equipped with No. 4 cleats. Goodyear welt construction.

School Price.....\$10.75

Style Z—Same shoe in Blue Back Kangaroo. School Price.....\$8.75



Style H—Second oldest shoe in our line. A strictly university grade shoe. Upper of the finest Yellowback. Split shank, Goodyear welt construction. Comes equipped with No. 4 cleats. School Price.....\$9.75

Style HX—Same as H only has soft toe. School Price.....\$9.75



Style R—The oldest shoe in our line. Used as an all-round shoe for practice and games by many of the country's leading teams. Light, yet very tough and comfortable. Comes equipped with No. 4 cleats. Goodyear welt construction.

School Price.....\$8.75

Style RX—Same as R only has soft toe. School Price.....\$8.75



Style P—The original quality straight sole shoe. Used by many professional and university teams for practice as well as games. Made of the finest selections of Ath-Tan leather and Oak sole leather. Equipped with No. 4 cleats. Goodyear welt construction.

School Price.....\$8.00

Style PX—Same as P only has soft toe. School Price.....\$8.00



Style 77—Upper of Athletic Tan leather which is very tough and pliable and will withstand perspiration. Goodyear welt construction, ten eyelets high. Split shank soles of good grade Oak Tan leather. Equipped with No. 4 cleats. A good game shoe.

School Price.....\$7.50

Style 77X—Same as 77 only has soft toe.

School Price.....\$7.50



Style O—One of our old standbys with the larger high schools. Made of the best grade of Ath-Tan leather. Is a shoe of excellent quality. Is light, durable and a shoe we can recommend without reservation. Equipped with No. 1 cleats. Goodyear welt construction.

School Price.....\$6.50

Style OX—Same as O only has soft toe.

School Price.....\$6.50



Style X—A very sturdy shoe. Made throughout of a good grade of Athletic Tan leather. Soles are of good Oak leather. By all odds, the best shoe made within this price range. Has No. 1 cleats. Goodyear welt construction, nine eyelets high.

School Price.....\$5.50

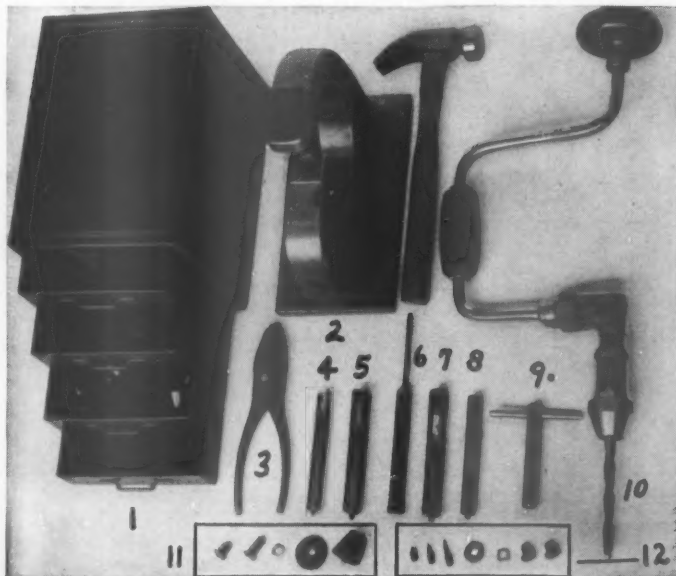
Style XX—Same as X only has soft toe.

School Price.....\$5.50

The House of Riddell has had 18 years' experience with female cleats and fixtures and 13 years' experience with the male cleat construction. Our shoes can be had in either construction. Our long experience is your safeguard and protection.

FOOTBALL SHOE ACCESSORIES

School Prices



Kicking Toes, each.....	\$1.00
Cleats No. 1, Male or Female, per set of 14 in bag.....	.30
Cleats No. 2, Male or Female, per set of 14 in bag.....	.30
Cleats No. 4, Male, per set of 14 in bag.....	.25
Cleats No. 4, Female, per set of 14 in bag.....	.20
Cleats No. 5, Mud—Male, per set of 14 in bag.....	.25
Cleats No. 5, Mud—Female, per set of 14 in bag.....	.20
Laces, gross.....	4.50
Fixtures, complete (Male or Female Set-up).....	.05
Pliers.....	.25
Cleat Wrench.....	1.50
Cork Soles, pair.....	.09
Sole Plates, pair.....	.24
Heel Plates, pair.....	.20
Reinforcement Plates, pair.....	.10
Neatsfoot Oil, quart.....	.90

Repair Kit—This Repair Kit Can Be Used for Both Male and Female Cleats.

Hammer and Brace are not a part of tool kit. School Price for complete kit (22 items) \$10.00

John T. Riddell, Inc.
1259 N. Wood Street Chicago, Illinois



R I D D



Basket Ball No. 1

Same center as Style A, covered with good grade of Gunnison leather.

Price\$8.00



Basket Ball No. 2

Covered with good grade of pebble grained cowhide.

Price\$6.00

Basket Ball No. 3

Covered with good grade of pebble grained split cowhide.

Price\$4.50

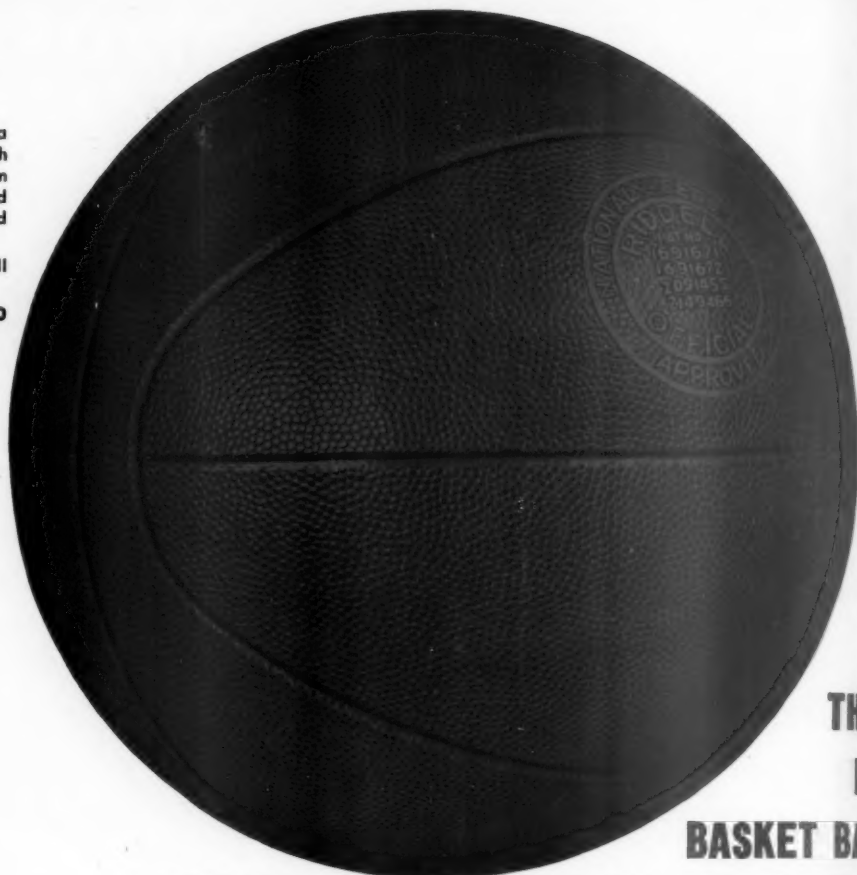
Style A

The ball that feels like a basket ball. Covered with the same grade of Gunnison leather that has been used for years in the best stitched balls.

A very tough ball that will hold its size and shape.

Price\$10.00

**Our Style "A"
Basket Ball
Is National
Federation
Approved.**



Style 56

The Champion of leather top basket ball shoes. Is genuine Goodyear welt construction with non-marking sole that can be resoled. We believe this is the fastest starting and stopping shoe on the market. It features a shock absorbing quality that will save your players from fatigue in the hard grind of a basket ball season.

Price\$4.90



Style 55-Red

A light basket ball shoe in colors for game use. Made up special, requires 3 weeks.

Price\$5.75



Style 57

Same as 56 only in white elk.

Price\$5.75



Style 55-Brown

A light basket ball shoe in colors for game use. Made up special, requires 3 weeks.

Price\$5.75



Style 55-Yellow

A light basket ball shoe in colors for game use. Made up special, requires 3 weeks.

Price\$5.75

**THE BALL THAT KEEPS THE FEEL AND REACTION OF
THE BALL THAT RETAINS THE RATIO OF BLADDER LINING
THE BALL THAT WILL NOT THROW A PLAYER OFF HIS FEET
THE BALL THAT WILL NOT MAKE THE COACH HANDED**

BASKET BALL SHOE ACCESSORIES

	School Price
Laces, gross.....	\$4.50
Outsoles (Light-colored, non-marking), per pair.....	.90
Resoling with Light-colored, non-marking soles, per pair.....	1.75
Sponge Rubber Insoles, per pair.....	.25
Cork Insoles, per pair.....	.11

**ALL SHOES MAY BE HAD IN
THE FOLLOWING ADDITIONAL COLORS
BLUE — ORANGE — GREEN**



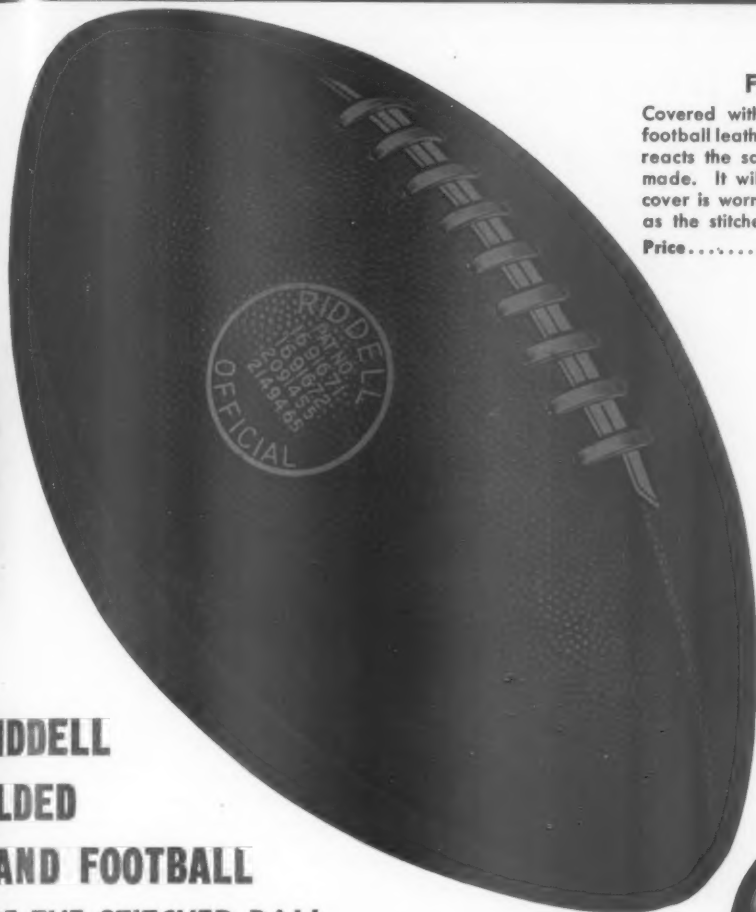
Red Bowling

Bowling Shoes in color for kid. to make up.

Price

THIS IS YOUR RIDDLE

RIDDELL



Football No. 1

Covered with Gunnison's special university football leather. This ball at 7 lbs. pressure reacts the same as the best stitched balls made. It will hold its size and shape until cover is worn off. Does not get as soggy as the stitched ball when wet.

Price.....\$7.50



Football No. 2

Same as No. 1 only covered with Gunnison basket ball leather.

Price.....\$6.50

Football No. 3

An outseam ball for intramural and six man.

Price.....\$4.50



A very fine moulded volley ball that will hold its size and shape.

No. 1 covered with best grade of white elk leather.

Price.....\$5.00

Covered with good grade white leather.

Price.....\$3.85



Bowling Shoes Style 66

Style 66—The last word in an athletic bowling oxford. Shoes are of equal weight. Has starting insert on right foot which will not tear off. A very stylish looking shoe. Has white eyelets. Men's sizes 6 to 12. Women's sizes 2 to 9. B, C, D, and E widths.

Price.....\$4.50

Style 69—Same as Style 66 only with high top. Has black eyelets. Carried in C, D, E widths. Price.....\$4.50



Boxing Style 67

A genuine Goodyear welt boxing shoe. Upper of heavy kid. Sole of soft Moccasin leather.

Price.....\$3.75



Wrestling Style 70

Same as 67 except sole is tough rubber. Has non-suff tip.

Price.....\$3.75



Yellow Bowling

Bowling Shoes in colored kid. Takes 3 weeks to make up.

Price.....\$6.00



Red Bowling

Bowling Shoes in colored kid. Takes 3 weeks to make up.

Price.....\$6.00



RIDDELL

THE HOUSE OF QUALITY and SERVICE



TRACK AND FIELD SHOES



Style S—Our finest model University shoe. A light, but very durable, glove-fitting yellowback Kangaroo sprint shoe. Hand-turned construction...\$6.50



Style N—A hand turned shoe made of very fine grade of Athletic Tan leather. Fits like a glove.....\$5.00



Style NX—A track shoe long needed to meet the demand for a more durable practice shoe. It is of genuine Goodyear welt construction. Has full sole which keeps upper from wearing out at heel. We believe this is the toughest track shoe made.....\$4.20



Style T—A good durable track shoe. Upper made of tough Athletic Tan leather that insures fit, comfort and resists perspiration.....\$3.75



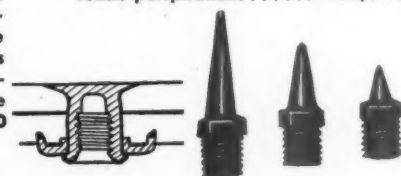
Style J—Field or jumping shoe of a grade corresponding to Style S. Has counter and two spikes in heel. Our very best yellowback field shoe.....\$7.00



Style K—A very strong shoe of welt construction. Highest grade oak soles. Made of Athletic Tan leather. Two spikes in heel.....\$5.50



Style KX—Same shoe as Style K except it has usside heel with no spikes in heel.....\$5.50



Riddell Track Shoes feature an interchangeable spike in three lengths: price, each.....\$0.05

1/4" for board tracks

3/8" for indoor dirt tracks

5/8" for outdoor tracks

The soles of the shoes are reinforced with a steel plate. The fixture binds the sole together in such a way that the spikes cannot punch up into the foot.

(Not Carried in Stock)

KP—Pole Vaulting Shoe like K only high top, one spike in heel.....	\$ 7.00
JP—Pole Vaulting Shoe like J only high top, one spike in heel.....	9.25
JX—Cross Country same as J only has usside heel with no spikes.....	6.50
JY—Indoor Shoe with no spikes in tap or heel, usside soles.....	7.50
KY—Indoor Shoe with no spikes in tap or heel, usside soles.....	6.50

SPECIAL TRACK SHOES

(Two Weeks to Make Up)

Track Wrenches.....	\$ 0.35	Laces for Track Shoes, per gross laces.....	\$ 1.50
Repair Kits complete for football and track shoes.....	10.00	Fixtures complete.....	.07

TRACK ACCESSORIES

BASEBALL AND SOFTBALL SHOES



Style SB—Our very best feather-weight baseball shoe built especially for the big league player. Made of Yellowback Kangaroo. Extra strong and extra light.....\$8.50



Style NB—A very fine Goodyear welt construction baseball shoe with split shank sole. Made of Ath-Tan Kangaroo. Used by many professionals....\$5.50

Style NBS—Same as NB only has short 3/8" softball spikes.....\$5.50



Style KB—Goodyear welt construction with straight sole. An extremely strong shoe. Upper made of the finest Athletic Tan leather. Used by quite a few Big League catchers and pitchers. Best shoe in our line for this purpose.....\$3.95

Style KBS—Same as KB only has short 3/8" softball spikes.....\$3.95



Style 33—Has a regular baseball upper made out of Athletic Tan leather. Leather insole and counter. Features a special moulded rubber outsole with cleats moulded on the sole which are especially adapted for softball. Each sole has two extra removable golf spikes which can be used at the discretion of the player and can be easily removed if not desired. This shoe makes an excellent golf shoe; also, can be used as a football official's shoe.....\$3.75

BASEBALL ACCESSORIES

Laces, gross.....	\$1.65
Spikes (sole or heel), pair.....	.18
Pitchers' Toe Plates, attached to shoe, leather, each.....	1.50
Pitchers' Toe Plates, attached to shoe, full cap aluminum, each.....	1.00
Pitchers' Toe Plates, loose, leather, each.....	.38
Pitchers' Toe Plates, loose, full cap aluminum, each.....	.60

1259 N. Wood Street

John T. Riddell, Inc.

Chicago, Illinois

The 1940 Basketball Championships

(Continued from page 24)

KANSAS

Class A

Ollie Thomas

High School, Winfield

THE Kansas Class-A Tournament was again held in Topeka with Winfield retaining the championship by defeating Wyandotte, Kansas City 29-27 in an overtime game.

More zone defenses were in evidence this year. Most of the teams employing a zone principle used two out and three back. Of the teams using man-for-man tactics very few played it straight, desiring rather to apply some zone shifting. Winfield used a fast shifting zone, Wyandotte a man-for-man defense.

On offense most of the teams tried to break fast when they could. Against a set defense practically all the teams used well-organized offensive maneuvers to get open for shots. Against a zone most of them moved the ball fast and worked for medium-to-long set shots. Against a man-to-man most of the better teams used some kind of a single or double post set-up, with some screening to secure their shots.

Against a man-to-man defense we used a single post set-up with a boy named Tucker feeding and shooting. He weighs a little more than 200 pounds, is 6 feet, 4½ inches in height, and is the answer to any coach's dream. Using this single post in deep around the basket or pulled out past the free-throw circle, we tried to build up a lead, make our opponents play us straight man-for-man, with Tucker feeding and maneuvering, and the forwards and guards breaking for shots. It sounds simple, but it worked for us. The boys were all good ball-handlers. We usually did not try to break fast, but played for position. We always sent five defensive men for the rebound, then tried to wheel the ball out to the side.

Against a zone, Winfield moved the ball fast, trying to keep a man breaking into

the free-throw area and at the same time having a man under the basket. The weak-side guards also moved over to cover the forward's position.

All the boys except one played as regulars in winning the championship last year. All are seniors excepting McDermott who is a junior. We played the entire four games in the state tournament with only one two-minute substitution.

Diagram 14 shows a play that we used against a zone defense. We tried to move the ball fast, in and out to work for our shots. If the ball went to the free-throw line X5 would break for the basket.

Diagram 15 illustrates our tactics when we were in the lead, attempting to make the defense play a tight man-to-man. The defense had to play Tucker safe or he would go around his defensive man.

Diagram 16 shows Winfield's play against a man-to-man defense under the basket. Our boys watched for cuts and screens. If the defense played in front of X2 which was Tucker he would screen the defensive man out so that he could receive a lob pass over the defensive man's head.

KANSAS

Class B

Harold Binford

High School, Buhler

KANSAS has 600 class-B high schools, which compete each year for the state title. The winners and runner-ups of each district meet in regional tournaments. The winners of the fifteen regional tournaments plus one invited team meet for the state tournament which is run off in four days.

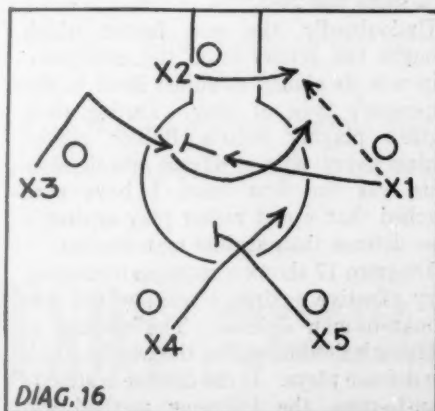
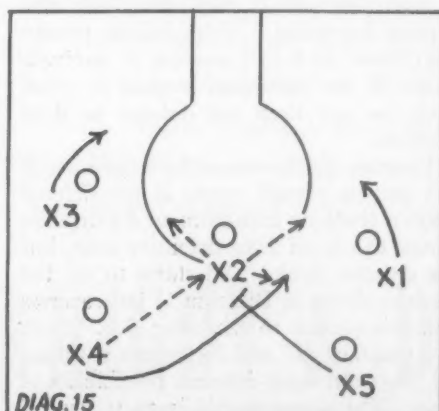
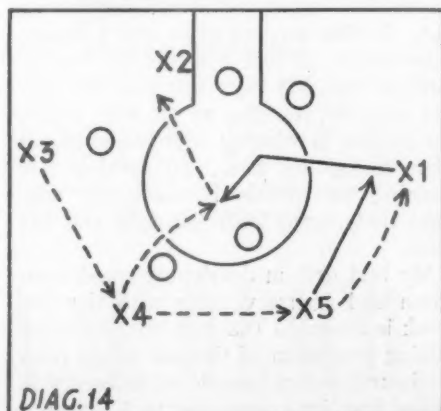
All sixteen teams which met for the state tournament at Hutchinson on March 13, had enviable records. Three of these teams were undefeated. Buhler's record of twenty wins and four losses was possibly the lowest percentage won of all sixteen teams. Nickerson, last year's state

tournament winners, defeated Buhler twice during the regular league play, once by one point and the second time in an overtime game. Both Buhler and Nickerson are members of the strong Mid-Kansas League.

Buhler has won the state title three times in the last nine years, and taken part in the tournament, six of the last nine years. The other state titles were won in 1931 and 1932 under the fine coaching of Coach Floyd Barngrover, now coaching at Independence, Kansas.

No player on this year's Buhler team was six feet tall. However, all seven of the boys who saw the most action were well built and mature for high school boys. Several of these boys could jump well above the basket. None of these players might be called stars, but each one had some special characteristic which made his type of play useful some time during the season.

Buhler used a combination zone defense. The two forwards rushed the man with the ball all the time in the front court even before they crossed the ten-second line. This rushing tended to cause the opponent to rush his passing and made him less accurate in passing to his team mates. The center and guards played a shifting zone. The center was responsible for the man with the ball in the free-throw circle and lane. If the center were pulled out to cover a man, both guards covered under the basket. If the ball were passed into the corner, the guard on that side covered the man with the ball and the center and other guard covered under the basket. Teams will get set shots against this type of defense, but we tried to move fast enough to rush these shots and we recovered 90 per cent of the balls off the backboard. In two games during the regional tournament we changed our defense to man-to-man to cover some excellent set-shot artists. In the semifinal game against Midian, we were behind 17-10 at the half. We changed our defense to man-to-man and won 31-22. During the state tourna-



ment we never changed our defense.

It was interesting to notice that three of the four semifinal teams, Roosevelt of Emporia, Powhattan and Buhler employed a zone defense. Menlo, the other semifinalist used a man-to-man defense.

Buhler used a revolving offense that kept the players on the move most of the time against teams which used the man-to-man defense. The post man was the only one that did not rotate. We did not use set plays, but used certain systems of rotation. We tried to screen the defensive players. If the defense checked, we reversed and cut back. Against zone defense we worked the ball to the center on the post and pulled the defense in, then passed out for close-in set shots. We also worked for one-handed shots while crossing the court in front of the basket. If the defense pulled out to cover this, we fed the center who slid under the basket for a pass.

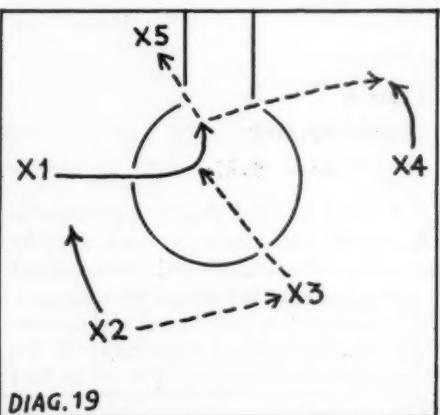
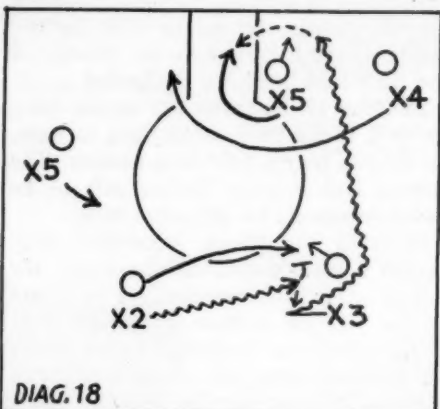
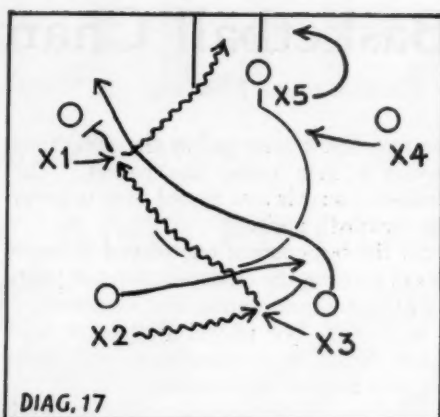
The type of defense that we used at Buhler kept our team in perfect position at all times for a fast break. We always took advantage of any opportunity for a fast break. The two forwards rushing in the front court were the cause of many intercepted passes which led to a fast break.

The semifinal game between Buhler and Powhattan was possibly the most interesting of the tournament. Both teams used a zone defense. Powhattan used three men back and two out which made it hard for Buhler to work the ball into the post man for shots. The first half, ending 19-19, was close all the way, with never more than two points difference in the score. The second half was also close. Although Powhattan had a six-point lead at the end of the third quarter, the game ended with Buhler ahead 33-31. Two of the Buhler forwards hit twelve out of twenty-four shots from the side of the court which possibly was the factor in winning.

The final game between Menlo and Buhler was very exciting the last half. Buhler led at the half 18-9. The well trained Menlo team came back the second half with determination, and tied the score at 22, midway in the fourth quarter. Only one basket was made the last four minutes of play and that was by Buhler. The final score was 24-22.

Undoubtedly the one factor which brought the Buhler team the championship was its ability to adjust itself to the opponent's type of play. During their regular playing season Buhler played against every type of offense and defense. This was the first team I have ever coached that would rather play against a zone defense than against man-to-man.

Diagram 17 shows a rotating formation, very effective against a team which uses a man-to-man defense. The manner of rotating is determined by the way in which the defense plays. If the defense is strictly man-to-man, the following method will



work: X2 dribbles to cut off X3's defensive man. If X3 is open to drive to the basket he will do so, but if not he will dribble to cut off X1's defensive man. If the defense plays a loose man-to-man, the offense will be able to get plenty of close-in set shots. A good post man is very valuable in this type of formation. If the defense presses the offense, he is in a position to receive a pass. If the post man is good at pivot shots he can keep the defense in their position.

Diagram 18 illustrates the way in which the players should rotate if the defense plays a checking man-to-man. X2 dribbles across to cut off X3's defensive man, but the defense checks. X3 starts to cut the same as shown in Diagram 17 but reverses and drives back to the other side. These two diagrams, 17 and 18, do not illustrate set plays but show different possibilities of play. The player should learn to use his

own initiative according to changing situations.

Diagram 19 shows a play set up against a zone defense. There are several options to this play. X3 passes the ball in to X1 who cuts across the floor. If X1 is not covered, he has a good shot. If the guard pulls out to cover him, he can dribble or pass to X5 under the basket for a shot. If the other guard pulls out to cover, then X4 is open for a cut to the basket.

MASSACHUSETTS

Winston S. Dodge

High School, New Bedford

THERE are two tournaments held in Massachusetts annually, one in the Western part of the state and one sponsored by Massachusetts Institute of Technology to determine the champion of the Eastern section. The two tournament winners represent the state and along with one representative each from Rhode Island, Vermont, New Hampshire and Maine, and two from Connecticut, they form the personnel of the New England Tournament held this year in Portland, Maine.

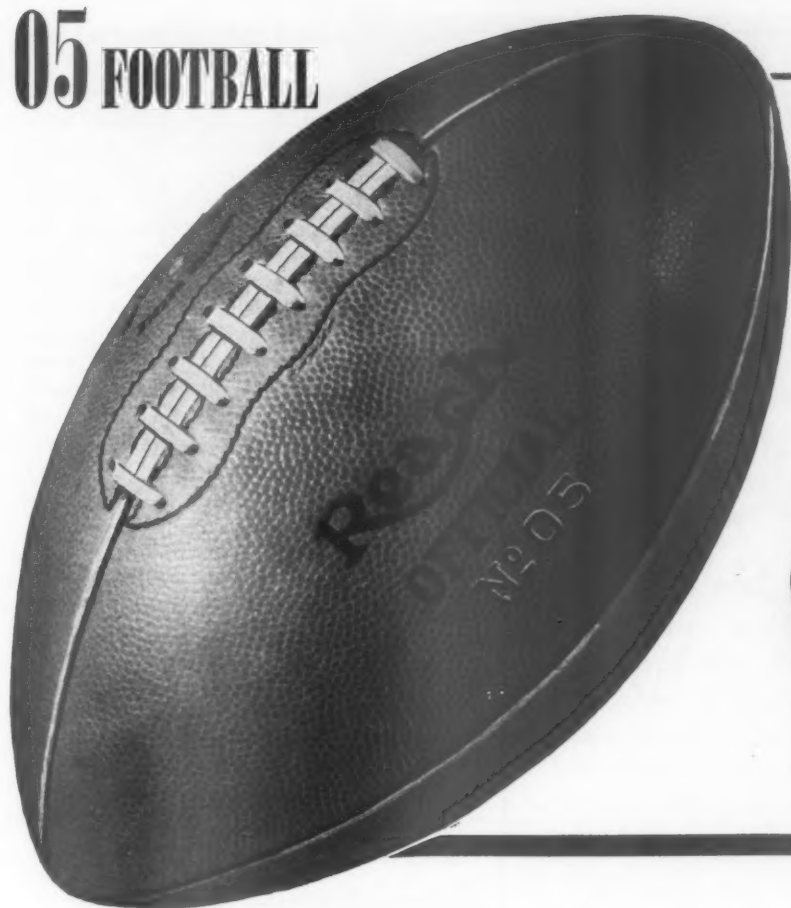
New Bedford, for the first time in history, won the eastern title at Massachusetts Institute of Technology. We have had a high scoring team and in two of our tournament games scored fifty points. In the first round of the New England Tournament we scored forty against our opponent's forty-eight.

I believe in building a strong attack, maintaining that a high scoring offense is the best defense. We employed a long passing, fast breaking attack, attempting to keep ahead of the defense as much as possible during the game. I have found that this method has been most successful in coping with zone defenses. We endeavored to get down the floor and on the attack before the zones were formed. In our three high scoring tournament games, our opponents used this type of defense.

We had one forward who broke fast as soon as we gained control of the ball, or apparently had control of it. If he was not open for a long pass he returned for a mid-court pass, shuttling to any other player who might, or should be cutting fast. In this way we often had a basket immediately, or had two men on one, or three on two. My team this year was fast and accurate, shooting on the run; hence, our success in winning twenty-one games while losing but five. To develop fast shooting we practiced extensively one-hand shots, using both the right and left hand.

My best drill in developing speed, condition and accuracy along with the fast break is shown in Diagram 20. X5 when gaining possession of the ball either from a rebound, out of bounds, or interception looked first for a long pass to X1, then a

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**FOOTBALL
EQUIPMENT**

for MAY, 1940

31

mid-court pass to X2, or a shorter pass to X3. With the pass, all players cut for position. With this drill we had all men handling the ball, exchanging positions during the exercise, using a screen if such developed, and pivoting or faking when necessary.

With this fast break we also used a slower attack with plays and set shooting, but only if the situation called for them. We did not worry about floor plays because they tended to weaken our fast break. We practiced them and automatically put them into operation at the right time.

We used a zone once in a while, depending on the playing surface or the score. In the season past it was used but twice. A sliding man-to-man defense in the back court served us with outstanding success this season. Against our average of forty points per game, our opponents have averaged but twenty-five. Defensively the players were taught to shift men depending upon their position on the floor and whether a screen was used against them. Offensively we often had one or two men free to guard, three and sometimes four men when the opponents got the ball. We practiced to meet this situation and became skilled in forcing distance shots.

I am a strong believer in the theory that the success of a team, no matter what the coaching system is, depends not only on the mechanical ability of the material at hand, but more on the character, intelligence and spirit of co-operation, sacrifice and general team play.

MICHIGAN

Lower Peninsula, Class B

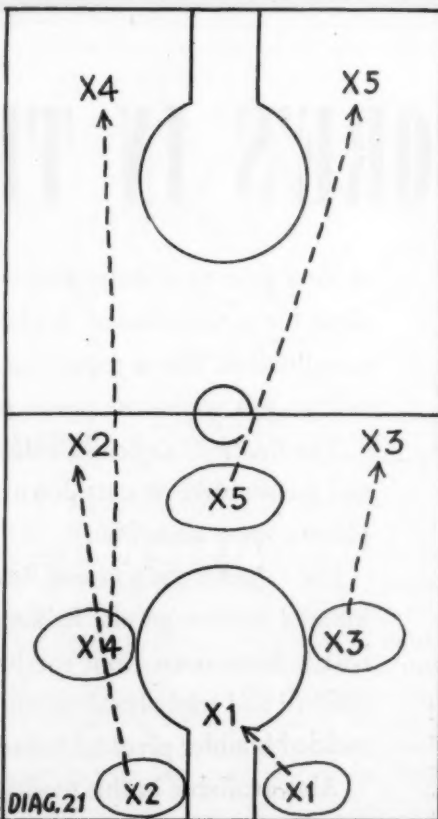
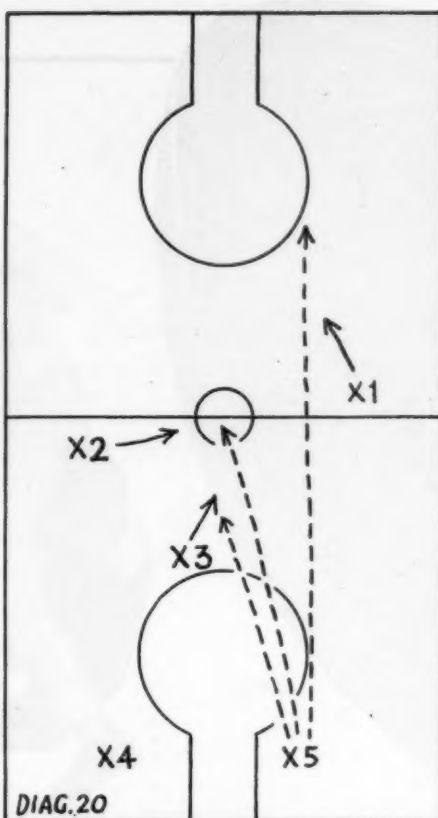
Lester D. Orr

High School, Traverse City

THE Michigan finals in four classes were held in the new field house of Michigan State at Lansing with the winners: (A) Flint Northern (B) Traverse City (C) Williamston (D) Weidman.

All games were hotly contested with the B and C games outstanding. Margins of victory were three and one points, respectively.

Traverse City won its championship largely through sound defense and a careful analysis of the opposition's weak points. We used several screen plays, depending on the alternatives of each play to furnish the necessary deception. Much of our practice time was devoted to drill on this particular phase of the game, more with the idea of exhausting all of the possibilities of one play, rather than having a large number of plays. Since we used a man-to-man defense, this furnished us with ample practice against being easily screened. Our squad, composed mostly of seniors, did not have to spend quite as much time in passing drills as they had in previous years. Our favorite passing



drill was to set up a zone defense and work against it. We depended on the old theory of working the ball faster than the opposition could shift. In the finals against St. Theresa of Detroit, we met the best zone I have ever seen. Their two back men were never pulled out of position and it was only because of unusually accurate passing by our men that we were per-

mitted to control the ball most of the game.

As I mentioned, defense was our strongest point. Each boy was completely convinced that a knowledge of defensive fundamentals was just as important as that of offensive fundamentals. We had plenty of reserve strength so that we could press the opposition at all times until the ball got over the center line, then we loosened up, making it almost impossible to be screened successfully. The boys switched while they were playing a pressing man-to-man, but played strict man-to-man after they loosened up in the back court. We used a fast break if we recovered in the front court, but employed a very deliberate game when we took the ball in the back court.

Schedule played a very important part in making Traverse City a good tournament team. We lost a few games during the course of the year at times when they would do the most good from a coaching viewpoint. It is difficult to improve with a group of self-satisfied boys. We were not bothered with that situation and went into almost every game in the finals with the opposition favored.

MICHIGAN

Lower Peninsula, Class C

Floyd Eby

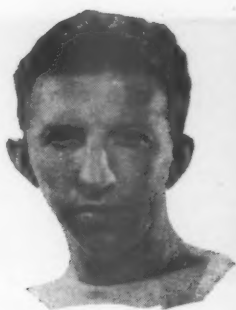
High School, Williamston

FOR the first time in the history of the school, Williamston High School won the district tournament and then won both the regional and Class-C state championships. We played nine tournament games which covered a period of three weeks. Only the winner from the district went to the regional tournament.

I had a small team of players averaging 5 feet, 9 inches in height. We used speed to cope with the height of other teams. I believe that we had one of the fastest teams in the state. The boys were good passers, using swift, accurate, long and short passes. We won twenty-two out of twenty-three games this season, losing an overtime game. We averaged thirty-five points to our opponents' twenty-one points.

I think much of our success this year was due to the type of defense that we used. I originated it this year to meet the needs of this particular group of players. The credit for its origination and its success are due to the players who cooperated in every way and made timely suggestions for its improvement. It is what I call the scoring-zone defense. It is used with the idea of scoring quickly by intercepting opponents' passes and by employing the fast break. Diagram 21 illustrates this scoring defense:

(Continued on page 36)



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IT'S WILSON TODAY IN SPORTS EQUIPMENT

The Prevention of Injuries Through Proper Taping

FEW people outside of trainers realize the important part in the prevention and protection of athletes played by adhesive tape. Every man who goes on the football field, for example, must be properly taped as a safeguard against sprains and breaks. For a light workout with no body contact, the figure eight taping of the ankle right over the sock is considered sufficient. This gives good support to the ankle and also holds the sock firmly in place, preventing wrinkling and chafing.

Weak or injured ankles are fully taped with the basket weave in the same manner that all ankles are always taped before each game or practice scrimmage.

Proper application of tape is of great importance and is based on the nature of the work to be performed by the muscles, tendons and joints to be protected. The condition of the part to be bandaged, that is whether it is normal, weakened or injured, and the type and durability of the material used, must also be considered.

Because ankle taping is used daily on every man during the football season, its application is very important. The method pictured here has been used with great success on squads, and has cut ankle injuries to a minimum, actually less than one per playing season over a period of years.

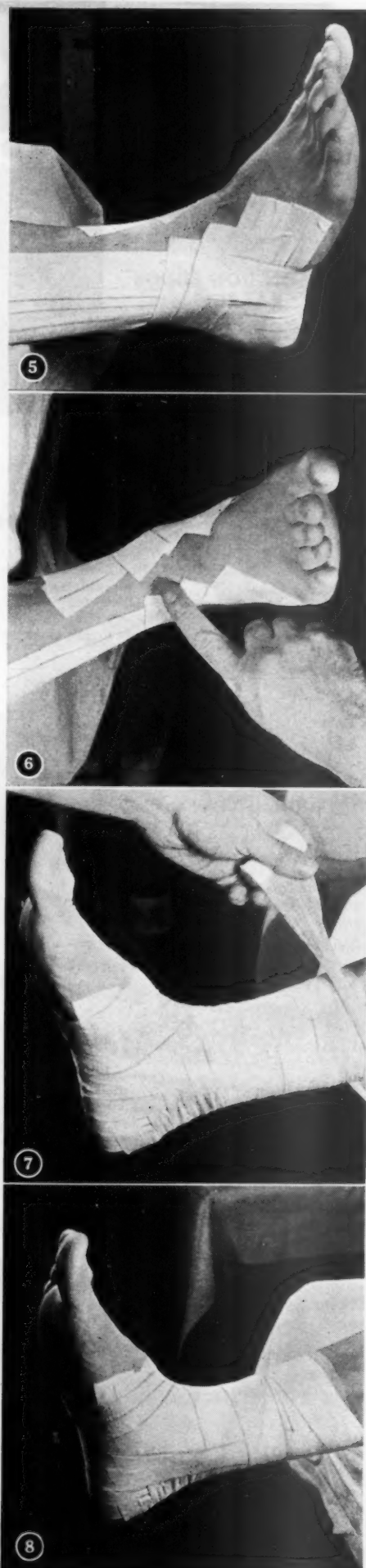
Illustration 1—Here the first two strips are shown in place. Note that they start from near the back of the leg and bottom of the foot, respectively. Sufficient pressure should be used to insure that the tape will render firm support.

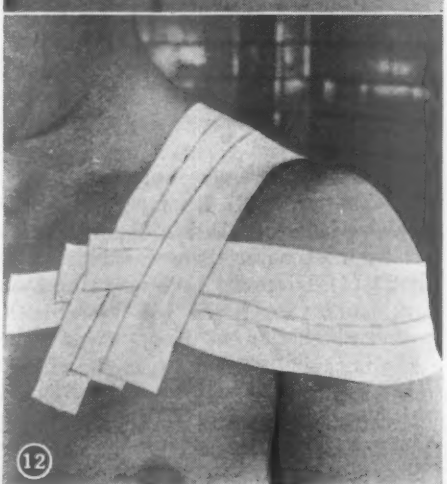
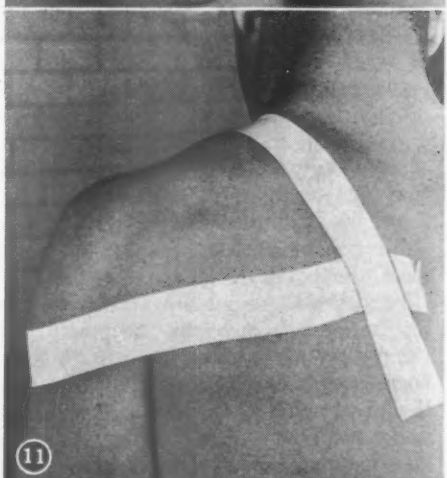
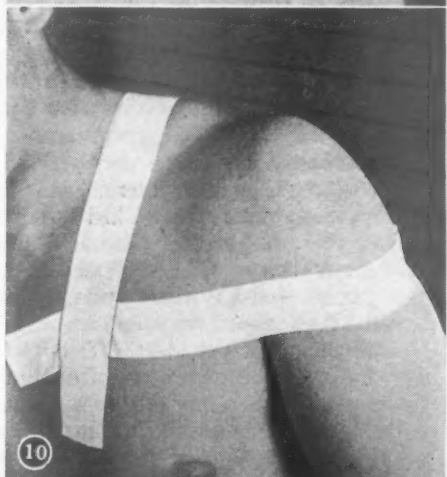
Illustration 2—Note that the strips are placed on with the basket weave. On the inner side of the leg the tape is carried only a couple of inches above the ankle bone, while on the outer side it goes half way up to the knee.

Illustration 3—Each strip overlaps about half of the preceding strip. This gives considerable more support. Wrinkles should be avoided as far as possible, as they may cause painful blisters particularly when they occur over the Achilles tendon.

Illustration 4—The taping proper is now complete. Usually five or six strips are used in each direction. When a very weak ankle is encountered, it may be advisable to add two or three strips each way for the extra support it will give.

Illustration 5—The distance the tape should be carried up the outer side of the





leg is shown here. Trainers estimate that 95% of all ankle injuries occur from the twist to the outer side. Therefore greater support is given this side by carrying the tape further, thus distributing the strain over a greater area.

Illustration 6—The difference in the two sides is shown here, as well as the opening which is left on the top of the foot and ankle. This opening permits free circulation of the blood.

Illustration 7—Gauze bandage is applied over the tape in order to firm it up for immediate use. It also prevents possible rolling of the edges of the tape from the friction of the socks. An occasional twist when wrapping the gauze, as shown, helps keep it tight without the necessity of applying too much pressure.

Illustration 8—The completed taping gives adequate support to the muscles, tendons and joints of the ankle and foot, and helps protect them very efficiently from the strains encountered during play.

Taping for Separation of the Acromio Clavicular Joint

Illustration 9—In injuries of this nature x-rays are usually made. This one shows clearly the separation of the clavicle from the upper, or acromio end of the shoulder blade.

Illustration 10—Tape is applied in two directions, across the chest to bring the ends together and over the top of the shoulder to bring the clavicle down back into line.

Illustration 11—The tape is carried well across the back, and applied with extreme pressure.

Illustration 12—Additional strips are applied with the basket weave, working out from the neck and up the side of the arm until the entire side and top of the shoulder have been covered.

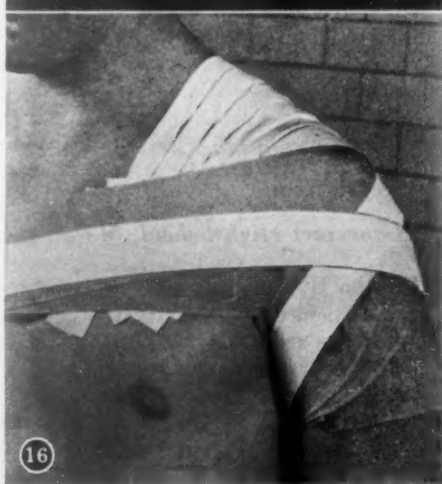
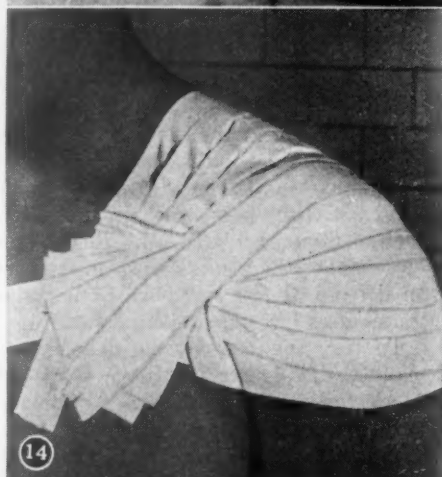
Illustration 13—A generous overlap is used and the direction of the pressure is always such as to bring the injured and separated bones together.

Illustration 14—The completed taping. The tape supports the stretched muscles, tendons, tissues and blood vessels and nerves, holding them in position while healing takes place.

Illustration 15—Note the area covered by the ends of the tape. The greater this area, the greater the diffusion of support to uninjured portions of the shoulder.

Illustration 16—Many trainers also use an elastic bandage over the tape as an additional support which offers further relaxation and more quickly restores normal circulation, thus assuring quicker recovery.

This publication wishes to give credit for these illustrations taken from the film 'Taping Technique' to the Bike Web Manufacturing Company, 41 West 25th Street, Chicago, Illinois.



The 1940 Basketball Championships

(Continued from page 32)

X4 and X5 check the opponent down the floor, using a checking zone. They attempt to take the ball away from the opponents and score; they try to tie up the ball, to make the opponents throw inaccurate passes, or to make them lose the ball by the violation of the ten-second rule. X2 and X3 vary their zone according to the way in which the opponents are coming down the floor, breaking quickly to intercept passes. The zone is usually near the center of the floor. X1 stays back and intercepts passes only when he is reasonably sure that he can do so. When the opponents dribble or pass around X4 and X5 and near the center of the court, they all sprint back into their fundamental zone as shown in the diagram by dotted lines. From then on the zone is a variation of a fundamental zone with one man out, two back at the free-throw circle, and two back at the basket. To work this defense successfully, the players must sprint back on defense at full speed when the other team comes into possession of the ball.

To play the scoring zone-defense successfully the players must have: 1. Speed. 2. Alertness and quickness. 3. Coolness and confidence. 4. Aggressiveness. 5. They must be in perfect condition.

Our style of offense from the fundamental zone was the fast break, with plenty of shooting, with four men following in and playing for the percentage of rebound shots, and one man hanging back. When guarded closely, we worked the ball in by shooting the best way that we could and then followed in.

This year's team was exceptionally fast and aggressive, following in every shot and taking advantage of every break. The players made up for their lack of height by outjumping their opponents, and they were in perfect condition which enabled them to stand a fast pace for all four quarters.

Write-ups of the classes A and D tournaments by James Barclay and Russell Newell appeared in the April issue.—Editor's Note.

MICHIGAN

Upper Peninsula, Class B

Roger Keast

Graveraet High School, Marquette

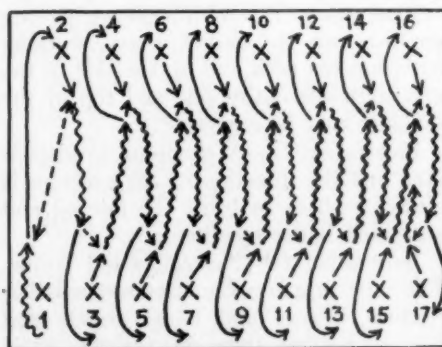
IN the Upper Peninsula, as in the rest of Michigan, competition is divided into classes according to school enrollment. Four teams qualified from the district tournaments in Class B, five in Class C and seven in Class D. Hermansville defeated National Mine, the only previously undefeated team in the Upper Peninsula,

for the Class-D title. Crystal Falls, the tournament favorite in Class C, defeated L'Anse in the finals. Marquette won its first Upper Peninsula basketball championship since 1916, when it defeated Escanaba in the Class-B finals.

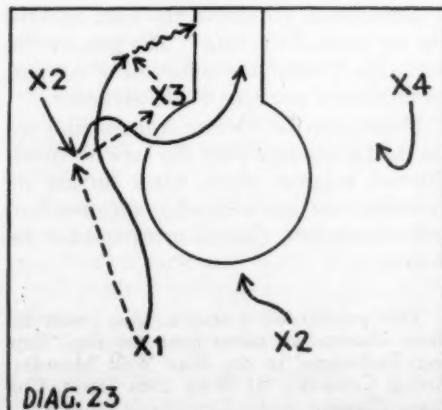
Tournament play was marked by the closeness of the scores, most games being won by a one or two-point margin. There was a decided lack of fast-break basketball in the tournament, most teams preferring to work the ball past the mid-court slowly. The favorite style of set offensive play seemed to be with two men in a pivot position outside the free-throw lane and three men in a break position beyond the free-throw circle. The majority of the teams did not hesitate to shoot set shots from well outside the free-throw circle and even from mid-court. This was probably due in part to the type of defense used by some of the teams.

All types of defenses were in evidence, a number of the smaller schools using a strict shifting zone, some using a combination zone and man-to-man, and others using a shifting man-to-man defense.

The Graveraet High School basketball season opened December first, after three weeks of practice, with two veterans returning. Much of our early season training was on fundamentals, such as stops and pivots, dribbling, passing, and shooting. I used a number of passing and shooting drills as a means of developing these special techniques. One drill that proved



DIAG. 22



DIAG. 23

especially effective is shown in Diagram 22.

X1 dribbled and passed to X2, who was breaking towards him. X1 then took the position vacated by X2. X2, after receiving the ball, dribbled and passed to X3, who was breaking out. X2 took the position vacated by X1. X3 dribbled and passed to X4, who was breaking out, and so on. This drill may be used with any number of players, but there must be an equal number on both sides. It may be run slowly at the beginning of the season, and speeded up as the players become more adept in the execution of the fundamentals involved. A variety of passes may be used; it may be run with or without the dribble and it is an excellent conditioner if run at top speed.

My offensive during the past year was governed by the type of material available. The nucleus around which I had to build, was a center, six feet, five inches in height. This boy's height was too valuable an asset to be used anywhere but near the basket. As a result, we based our attack on a single pivot outside the free-throw lane and near the edge of the free-throw circle, with the center either standing in this position, or breaking out to this position, depending on the type of defense against which we were playing. The forwards went around him outside the pivot or received back-hand passes behind the pivot man. The guards screened on each other's defense men and broke down the opposite side of the floor. One play that succeeded especially well from this formation was a guard-cut which worked as shown in Diagram 23.

X1 passed to X2, who broke out to meet the ball. X2 bounce-passed it to X3 and broke around him, trying to shave his defensive man off on the pivot. X1, timing his break with X2 so as to shave his man off on X2 if possible, broke around the pivot man who threw a one-handed backward, bounce pass. Against a shifting man-for-man defense, X3 invariably was free when his man checked-off on X1.

On defense we played a shifting man-for-man with special emphasis on shifting only when necessary, and shifting back at the first opportunity. Defense fundamentals that we spent a great deal of time on were the following: (1) The boxer's side-step. (2) Running backwards. (3) One hand upraised in opponent's line of vision whenever there was danger of a shot. (4) Dropping back every time the opponents passed the ball toward the basket whether or not the opponent broke.

To my mind our success in the tournament was because we made use of all the individual talent available on the squad. One forward was small, but fast and we used him as our break-away man on

offense. He usually played his guard close all over the floor on defense, trying for interceptions. Our center used his height to good advantage on pivot shots and both offensive and defensive rebounds. One guard was tall, a good set-shot man. His work on defensive rebounds was a deciding factor in all tournament games. The other guard was short, rugged, and fast, but shifting men rapidly and well on defense, he was able many times to tie up the ball on opposing pivot men.

MICHIGAN

Upper Peninsula, Class D

J. W. Kleimola

High School, Hermansville

IN winning the Class-D tournament in the Upper Peninsula this year, I followed the same principles to which I have adhered in my coaching experience.

I have always felt that simplicity of instructions to high school boys brought better returns. I believe there is a certain psychology that must be emphasized. I keep insisting that the boys are better than their opponents until they believe it.

Defensively my teams play a man-to-man. Offensively we pay no attention to set plays. Much ball-handling is emphasized with no man on the team standing idle. We do not take certain positions in the corners or along the sides of the court but keep the ball moving in what we call a "roll." This has been effective in playing zone-defense teams in that it has pulled the zone to one side of the court or the other thus permitting a fast man to dribble in for a close-in shot from the side which has been opened. However, most if not all of the offense is left to the boys on the team. Most of our opponents played a zone defense this year, the zone being more in evidence than in previous years. We used a man in the pivot position this year for the first time with fairly good results. However, our offense did not depend upon the man in the pivot position. *The roll or keep the ball moving* was the principle upon which offensive play was built.

Much emphasis was put on free-throwing. I have always claimed that the team that can show superiority from the free-throw lane has a decided advantage. The ability of my boys to make their free throws won for us the district and final tournaments this year. During a portion of the basketball season I made it a rule that a boy had to make five straight free throws before he could leave practice. I tried to get in at least fifty throws per boy at each practice. Each boy was encouraged to use the style that came easiest to him. No set style of shooting free throws was followed.

We have the co-operation of the superintendent and faculty in that we start basketball in the grades. Saturday

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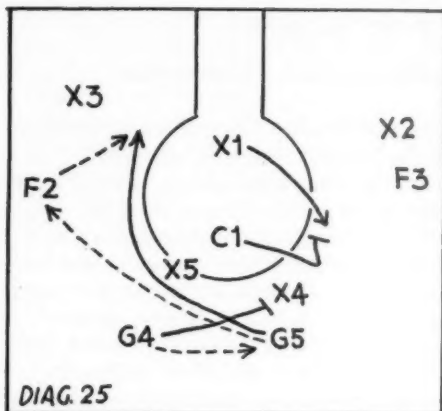
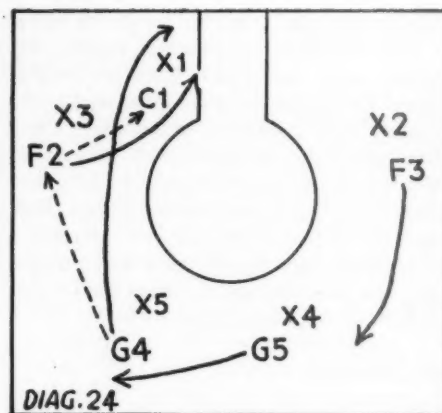
Ball-handling and passing get most of the attention during the year. Fans like to watch a team that can handle and pass the ball. I have instilled in my boys a pride in good passing and excellent ball-handling. It has been a source of satisfaction to hear such comments from the sidelines as, "they have a bunch of good ball-handlers," or "they can shoot their free throws." Practice, practice and more practice produce good ball-handlers and basket shooters.

Walter M. Mikulich
High School, Breckenridge

The final round found Chisholm defeating Tracy 35-30 with a tremendous rally in the last one and a half minutes to win consolation honors. Marshall High of Minneapolis defeated last year's champion, Mountain Lake, for third place. Breckenridge won the state title by defeating Red Wing.

Chisholm used both zone and man-to-man defenses throughout the season. Breckenridge has not used the man-to-man in the past two years. They play three men in and two out, playing the man with the ball very close. Against a stalling game, three men moved out and rushed the ball, at the same time maintaining the zone rather well. Offensively, both pivot and screen-type plays were used successfully by the teams. Fast-break play was employed when the opportunity presented itself, but on the whole, the teams were more cautious than usual.

Brackenridge employed a slow, deliberate offense, working off a pivot on either side of the free-throw lane. Having the good fortune to possess four good basket-shooters, we scored from all sections of the floor. However, very few attempts at shooting were made from be-



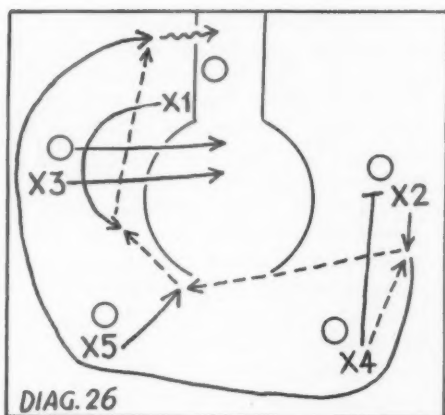
In Diagram 24, G4 passes the ball to F2 and breaks fast following his pass. F2 passes to C, and breaks fast following the ball. The variations are as follows: C return-passes to F2 who may take a screen pot shot; or he may go in for a lay-in; C may fake to F2 and pass to G4; C may fake to F2 and pivot for a shot.

In Diagram 25, G4 passes to G5, follows the pass and screens off X4. G5 passes to F2 while C pulls to the left to take out X1. F2 returns the pass to G5 if he is ahead of his defensive man.

C. O. Kamp
McBride High School, St. Louis

THE Missouri State Tournament was held at Joplin on March 14, 15 and 16th. Eight teams participated, representing six different districts, as St. Louis is allowed two representatives with Kansas City also sending two teams.

At the tournament three of the eight



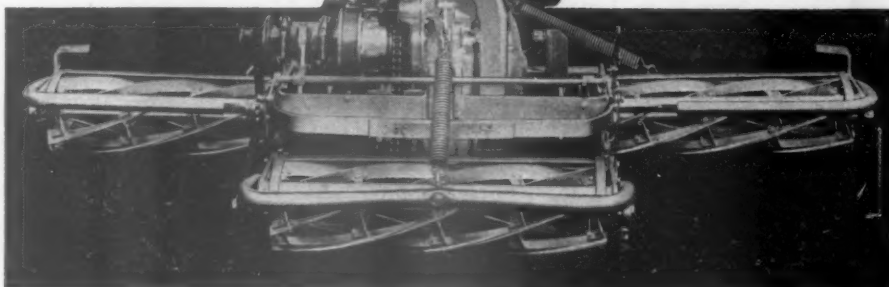
teams used a zone defense, while the other five teams all played a man-to-man defense. Offensively, seven of the eight teams used the fast-break to a great extent, though, when necessary, five of the eight teams used set plays.

McBride High School, the winner of the state tournament, presented a team of the smallest and youngest players in the tournament; it was also admittedly the best ball-handling team. In their very first game against the pre-tournament favorites, Paseo High School of Kansas City, the McBride five astonished spectators, officials and coaches with their clever passing and long-range shooting. On the second night of the tournament the McBride team showed the spectators that they had another championship requisite, namely, the ability to pull games out of the fire. With only one minute and fifteen seconds left to play, McBride was behind five points, yet when the gun went off to end the game in regulation time the score was tied, and McBride finally won in the second overtime period. In both these games McBride played against a zone defense, hence was unable to use its set plays. In the final game, however, Springfield used a man-to-man defense so McBride was finally able to use the system that the boys had practiced and used all season. The accompanying diagram (26) illustrates one of our plays. The other plays that we used were in reality only variations of the one diagrammed.

X4, a guard, passed the ball in to the forward X2. In the meantime X1, the center, crossed the floor to screen for X3, a forward, who crossed the floor ready to receive a pass. If X3 was covered, the original forward X2 did not pass to X3, but passed the ball out to the guard X5, who then passed it to X1 in the forward position left vacant when X3 crossed the floor. X1 then dribbled across the floor toward the free-throw line, while X5 crossed the floor and screened for X2 who had replaced X4 as the guard; X2 cut to the outside and received a pass from X1. If X2 was not open, X1 had a possibility of passing to X4 who had replaced X2 in the forward position, for X4 also broke for the basket after X3 came over to screen his man. This play was our best

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scoring play throughout the season.

Defensively McBride used a man-to-man system all through the season. It worked out very well, if we may judge from the scoring records of the McBride team as compared with its opponents; the final totals show that McBride made just four points less than twice the total made by their opponents.

MONTANA

R. W. Taylor

High School, Havre

IN Montana our interscholastic basketball set-up is much different from that in most states. Here in Montana, we have a Class-A conference composed of the sixteen largest schools of the state. This conference race lasts the entire season from the latter part of December into the first week of March. The team having the best percentage at the end of the season is declared the conference champion.

The second week in March is tournament time for the basketball teams in Montana. We have two tournaments played the same week, one in the Northern part of the state and the other in the Southern part. Eight Class-A schools go to the North and eight Class-B schools to the South. The Class-B schools win their way to the division tournaments by winning at their district tournaments.

At the Northern and Southern division tournaments, we have two separate eight-team tournaments, one for the Class B schools and one for the Class A schools. If a team is successful it plays only three games to win the eight-team tournament. For each division we then have a Class-A winner and a Class-B winner.

One week after the district tournament, the two winning teams from the South and North meet to play a round-robin tournament for the state Class-A and Class-B championships and the grand state championship. The team winning all three games is entitled to the latter honor.

Havre High School this year swept all the titles, the Big Sixteen Conference, the Northern division and the grand state championship by winning all three of its games against the other division champions.

Havre averaged forty-six points to its opponents twenty-eight through the Big Sixteen Conference and all tournament games to amass the greatest scoring record in Montana's history and receive acclaim from many as the greatest team in Montana's history. The team was very tall, but not very fast. The forwards averaged 6 feet, 1 inch, and the center was 6 feet, 5 inches tall, the guards 6 feet, 2½ inches. The boys were excellent on rebounds and were fair shooters. I mention the above as important because it was the height and ability to use it that made the team really great.

The first half of the season we endeavored to use a double-post system combined with a fast break and a zone defense. The zone defense functioned well until we met a few "hot-shooting" teams in mid-season. The double pivot post did not seem to permit others except the post man to score sufficiently. Switching back to a strict man-to-man defense, we cut our opponents' score down several points and changing our offense to a combination fast break and single-post system, 3 in 2 out, we increased our scoring definitely from ten to twenty points a game.

Our fast break combined both short and long passes, whichever the situation required. When stopped on the fast break, we slowed down to a criss-cross attack which, instead of following a definite pattern, tended to get our biggest and best rebounders into position after any shot. At various times during the season we had each one of our first seven men lead the team in scoring, and we had one forward, one center and one guard, each averaging better than ten points per game all season.

We had a few plays which worked very well, but which were seldom used as we operated more on a "shoot at any opportunity and follow" basis. In the average game our team scored two rebounds to every shot made from any distance—most of the rebounding being done with only one hand.

Against a zone defense we depended primarily on good set shooting and rebound work. Not until we had pulled the defense far out, did we attempt to pass inside for shorter shots.

NEW HAMPSHIRE

R. J. Garrett

High School, Berlin

THE New Hampshire Tournament, the goal of all high school teams consists of eight teams in Class A, a like number in Class B, and this year four teams in Class C. These teams vie with each other for the championship of their class. The tournament is very efficiently handled and the boys are entertained during the tournament at the various fraternity houses.

This year all of the teams were well matched and were well coached. None of the Class-A teams were bothered with the so-called "jitters." Some teams used a two-team system while the other depended upon one well-drilled team to carry the load. My team had as captain a boy who, in my opinion, ranked with any that I have seen, in poise and confidence. He was a balance wheel for our team. He brought the ball down the court, set up the plays to perfection and always matched his man in scoring. Captain Lane was a coaches' "dream," always dependable. Besides going on scoring sprees when it helped, our

reserves were valuable and filled in when the other boys needed rest or were lost via the personal-foul route. We played the man-for-man defense which bothered our opponents. Our first game of the tournament with Lebanon was one which gave us plenty of trouble, but we were encouraged when our captain held their star to three foul shots. Their 2-1-2 defense was what the "doctor" ordered for us. Our players broke through consistently for close shots while the man shooting was always protected by screens. With the baskets from our fast break swelling the total, we coasted in with a safe margin.

The second game brought two of the finest basketball players in New Hampshire together, Therrien of Stevens and Lane of Berlin. The battle staged by these two will long be remembered. Each the captain of his team scored nine points. Having had a chance to scout the Stevens team, I knew from what positions Therrien scored his baskets and Stringer, a better-than-average center, shot.

In the case of Therrien it was observed that he could shoot his best when allowed to get set. In fact he was practically certain to make his shot. Furthermore, he shot from the right side of the court only. We, therefore, knew that he could not be allowed to get set at any time and that if possible, we must keep him on the left side of the court. My captain, Lane, followed instructions to the letter and kept him on the run. The shots which he made were on the run and had more than a little luck with them. Therrien tried to swap to another man, but Lane stuck to him in spite of that smart move. Good set shots should be kept moving. Lane certainly did a good job of following directions.

During the scouting it was also observed that Stringer played as stationary post just out of the three-second area. He faked well and fooled the man guarding him with a fake, then a pivot with a cut for the basket, but his pivot was always in the same direction. His next attempt was a fake and a jump shot from a pivot, also in the same direction. I instructed my center to shift in the opposite direction from his fake. He found himself always in position either to take the ball away from the attempted shot or tie him up in a held ball. We were fortunate that Stringer could shoot with only one hand.

Saturday night found the field house filled with four thousand howling fans, there to see Manchester Central against Berlin in the finals. It was Central's first chance to fight for the championship in twelve years. They were out to win and so was Berlin. Having scouted them in previous games we knew their efficiency in shooting, so we kept the ball away from them. If they would not break their defense we would not give them the ball and a chance to score. With two minutes to go we were five points ahead; ten seconds to go we were tied, and on a free-throw, our

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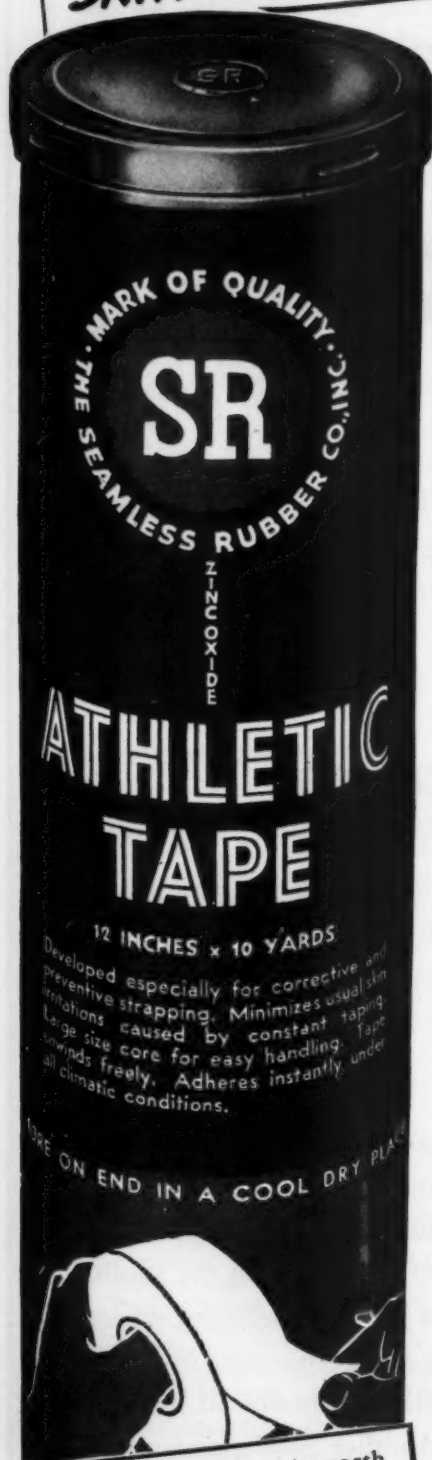
More than one-half of all coaches included in a recent survey insist upon "Durene" for game jerseys. The use of "Durene" is growing rapidly — while "Durene" is especially popular in the South, it is extensively used also in colder sections, where the double fast absorbing and evaporating qualities of "Durene" are particularly valuable in helping avoid chills and colds. Another good point about "Durene" garments — when stored they are completely safe from attack by moths.

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reliable center scored the winning point.

Observations of this tournament showed that teams were using the 2-1-2 defense. Berlin, alone, used the man-for-man. Most teams shot every time they got the ball without trying to work it in. One team tried to use the two-team system, but was outclassed by Central. It was apparently a year of up-sets; all teams picked by the experts to win, lost.

The play shown in Diagram 27 was used against a 2-1-2 defense when the opponents let us come over the 10-second line. X2 passed to X1 who passed to X5. X5 passed to X4 who cut over into the extreme corner. He hooked a pass to X3 who cut over to screen the man who covered the center zone. X5 hesitated, then cut for the basket and took a pass from X3. The defensive center shifted to cover X5 as he cut for the basket. X3 had a clear shot for the basket.

The play shown in Diagram 28 started like that shown in Diagram 27. X3 timed his break so that X1 and X3 passed each other while X3 screened off the center. X5 was watched as he had scored previously. X1, therefore, cut through to score more often than one would imagine.

The play, a criss-cross, shown in Diagram 29 was used against a close man-to-man defense which covered all over the court. X4 passed to X5 who passed to X1. X5 cut toward the outside. X1 passed to X2 who had advanced toward the center line. X3 cut across the court to take a pass from X2. X2 cut down the center. X3 passed to X5 across the court who passed to X2. X2 shot or passed back to X5. This play required good ball-handling but got results, driving the opposing teams back into a zone, which made other plays work successfully.

NEW MEXICO

Salvador Perez

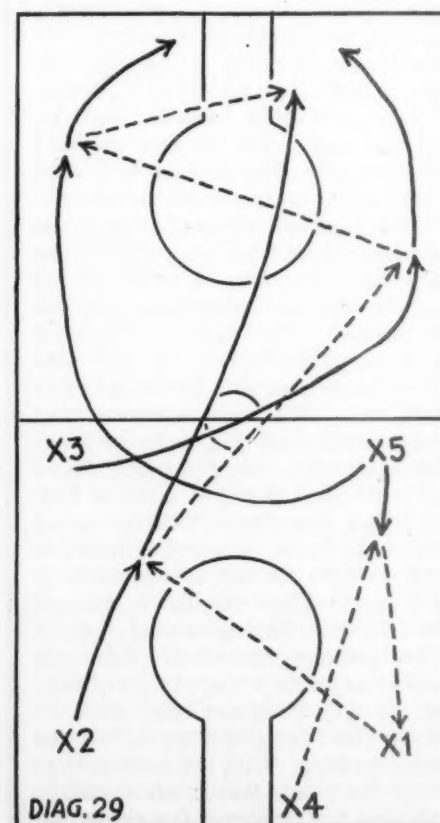
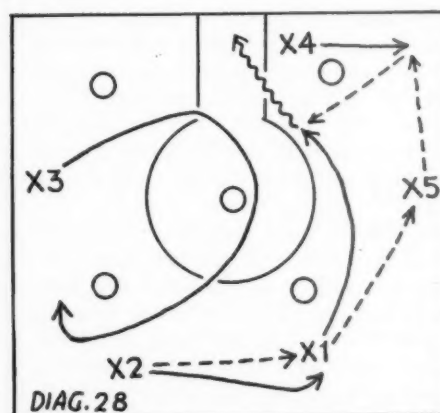
St. Michael's High School, Santa Fe

NEW MEXICO is divided into eight districts, the two winning teams of each district going to the state tournament. By defeating Santa Fe High in the finals of the District-2 tournament, we represented that district in the state tournament. It happened that we were placed in the upper bracket and our runners-up in the lower bracket.

This year's tournament was held at Raton. All games were close, with a few going the one-sided way. Of the sixteen teams, twelve used the man-for-man defense, four a zone. I used a shifting zone with two fast men in the front line and three in the back. In the state tournament I used a tighter defense, allowing long shots, but preventing close shots.

Texico was our first opponent, whom we defeated 58-24. Our next opponent was Raton High. Raton used a man-for-man and screen at every opportunity. In

this game I used a four-man zone with my center playing man for man. The Raton center was held to no points and my center turned in a wonderful exhibition on defense. Hobbs was next and we played the finals with our city rivals, the Santa Fe High School.



NORTH DAKOTA

F. A. Grunenfelder

High School

Mandan

EIGHT teams met at Bismarck for the annual state basketball tournament. Pre-tournament dope favored Valley City, Wahpeton and Minot, although every team was considered to be a reasonably strong contender.

The attendance was an all-time high and the gate receipts showed the second largest profit in tournament history.

The final game was a natural, Mandan, pitted against Bismarck. In reaching the finals, Bismarck had defeated Minot and Devils Lake; Mandan had eliminated Wahpeton and Fargo. The final score of the championship game was 30 to 24 in favor of Mandan. The championship was Mandan's first in twenty-seven years of competition.

Offensive systems featured the fast break with the two finalists employing the weapon to excellent advantage. Mandan's sustained fast break was chiefly responsible for its success as the team had no player over 5 feet 10½ inches in height.

Screens were used to advantage by all the contending teams, but very few set plays were in evidence. Five teams used a three-out and two-in offensive system, while the other three teams used three-in and two-out.

The shifting man-to-man defense was used by seven of the teams, with one team employing a shifting zone defense. Checking in the back court was employed by several of the teams, although none of them used this system continually.

Our offense and defense were trained to function over the entire court, depending on speed, passing ability and condition, developed to overcome our lack of height. Short, fast passes with an occasional criss-cross or screen were employed. Set shots were taken from any reasonable distance. Our defense was man-to-man and during much of the tournament we employed a passing defense in the back court.

Team work, condition and courage on the part of the entire squad were the deciding factors in our winning the championship.

NEVADA

Edwin Whitehead

High School, Sparks

THE Nevada Interscholastic Basketball Tournament was held in Reno, March 13, 14 and 15th. Eight teams participated, four from the Western zone, Reno, Fallon, Carson, Sparks; two from the Northern zone, Winnemucca, and Elko; Las Vegas from the Southern zone

(Continued on page 46)




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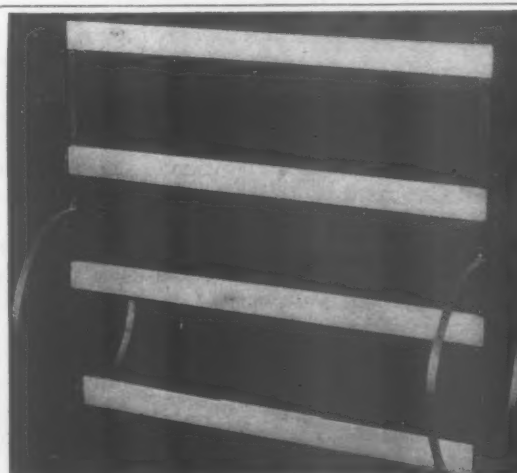


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Theory and Organization of High School Football

By Robert W. Nulf

North Side High School, Ft. Wayne, Indiana

FOOTBALL is a complicated game. Offensive and defensive team play, plus a number of unnatural individual skills such as blocking and tackling played under rough and tumble physical conditions while in a highly emotional mental state, add to its complexity.

We are pretty well agreed that execution is the important factor in football. Execution whether it is team offensive or team defensive maneuvers or whether it is individual tactics. To attain a high degree of execution, there are several factors which are all important and closely associated. These factors are: 1. Reactions; 2. Mental Attitude; 3. State of Mind; 4. Physical Condition; 5. Material; 6. Organization.

Reactions in football must be the results of habit. If a boy has to take the time to think, in order to execute a maneuver whether it is a phase of team play or individual maneuver the reaction time will more than likely be so great that the resultant action will not make for efficient execution.

An example of this might be shown in teaching a beginner to block. You can work for days with a boy on blocking and apparently he will be doing quite well. His stance may be good; he may have a pretty good charge, and follow-up with his head up and feet wide; he may be making good use of his forearm and you will think that he is doing well, but when you put him in position as a part of the team for scrimmage you are apt to see that this pretty fair blocker has suddenly become poor in his blocking. His stance is gone; he has lost his charge; he has no follow-up and he looks as if he had never been taught any of the rudiments of blocking. Now then, what has happened?

We have taken this boy from doing just one thing, that of pairing off with an opponent and doing nothing but block under conditions which require no other thought, nor involve any other activity; and we have placed him on a team involving twenty-two players instead of only two as in a single blocking routine; now he is concerned with varied assignments for plays which may require him to block not just the one opponent against whom he had practiced blocking; perhaps the various plays will require him to block as many as four or five different opponents located in a like number of defensive posi-

THROUGH the courtesy of Nobel Kizer we are privileged to present one of the outstanding addresses made at Purdue's recent football clinic. This will be concluded in the June issue.

tions and he will have to pull out of the line to get in position for some of his assignments and if he is a back he will often have ball-handling assignments and some running to do before he executes his block.

We have given this boy some additional mechanical duties to perform and certainly many more to think about and in thinking of these other things, even though he is still conscious of his blocking assignments, he forgets the requisites of good blocking such as stance, charge, head up, tail down, good follow-through, etc., and his blocking is naturally less effective. How can we keep him from forgetting these requisites of blocking? The truth is we cannot teach him to remember them but we can give this boy opportunity and time to block so that eventually he forms the habit of blocking correctly and there is no thinking required. Thus, as each habit involved in blocking grows, and reaches a higher level of efficiency, so will the reaction time decrease and the execution attain a higher level.

Another similar example is offensive backfield play. If a boy has to stop to think of his foot-work and ball-handling on every play, he is bound to be slow in his reaction. Likewise, if he has to do too much thinking on defense he is going to react slowly.

I know that there are instances when a boy has time to think but I am sure that you will all agree that there are more instances when he does not have time to do so, and that because of his many assignments and the unusual emotional conditions existing during a game, his reactions are going to be dependent upon the habits that he has attained or developed in that particular act or skill and unless these habits are strong and well developed, his reactions are going to be weak and his execution inefficient.

As execution is dependent upon reactions, likewise these reactions are dependent upon the following: 1. Mental Attitude; 2. State of Mind; 3. Physical Condition.

We as coaches often fall down in our willingness to change systems or phases of our systems; to change personnel and attempt to meet every variation or maneuver that we think necessary for the coming season or for coming opponents. When we attempt to do this and other similar acts, we not only work against certain accepted laws of learning but we tend to tear them down.

Mental Attitude

By becoming impatient and expecting too much of boys in adjusting themselves to these new maneuvers or positions, we often become angry, disgusted and sarcastic and this tends to destroy the attitude of the boy towards the game, toward you as a coach and detracts from his desire to play the game.

After all, your players are only high school boys and in most instances they have never played the game before. Football is a rough and tumble game which many boys have to learn to like or at least get used to playing for every boy is not naturally as aggressive as some others but, if given opportunity, he may acquire more of a desire for the game or develop his skills to the extent that he will be of value to the team.

In this losing patience and becoming sarcastic and riding boys we forget that they are out for football because they want to play and probably have as much desire on their own part to make good as you as a coach might have for them.

It occurs to me that it is just as important to develop the mental attitude of these boys toward the game and toward their own development as it is to teach them their plays or any other phase of the game. If a youngster does not seem to be doing well, your becoming nasty or sarcastic or creating an unpleasant scene certainly is not going to help him attain the desired reaction, let alone improve his attitude.

State of Mind

Boys become confused more readily than we can appreciate. They become undecided and the slightest doubt has a tendency to retard their reaction whether it is a phase of team play or individual maneuvers. We overlook this point too often. We not only change too often or add too

much but we usually start out with too much.

Physical Condition

If a boy's mental attitude and state of mind are distorted, he may not be too much concerned about his physical condition. However, I believe the big factor here is that we work the boys harder and subject them to more scrimmage in an effort to achieve perfection in a new maneuver or position and as a result they are a little more tired, if not more battered up; this condition certainly affects their mental attitude and state of mind as well as their reactions.

In dealing with these phases, *mental attitude, state of mind and condition*, I am of the opinion that it is well to "lay the cards on the table" and be honest and frank with the boys.

I tell them in the very beginning that football is a rough game and, if they know they do not like to play games involving a lot of body contact or do not care to try to learn to like them, that they had better turn in their equipment for they are wasting their time and mine. I tell them not to hesitate to do it at any time they come to this conclusion and that they need not be ashamed to do so or feel that I will ridicule them for, after all, it was never intended that all boys should be football players and it would be a sad state of affairs if they were. I honestly feel this way for, if it is not a boy's *nature* to like football and the character of its play, I doubt that anything that anyone can say or do will change that condition. However, I do believe that most boys can learn to like football, if given an opportunity under the proper conditions.

I believe that, if we pay more attention to the attitude we are creating in the minds of our freshmen and sophomores, we will have less worrying to do with our varsity squads. I tell these new boys that I do not expect any of them to make the varsity before their junior year and that, if they make it by their senior year, I will be thankful. To do so before this would be the exception and that, while it has happened before occasionally and might probably happen in the future, it would be more than I expected. I try to drive home to them the idea that there is much to learn in this game and much hard work involved. I admit frankly that some of the boys will not work hard enough to do themselves much good but that will be up to them for I know that there will still be enough who will work and do all that they can to develop themselves so that I will not need to worry. I make it a point to check on these new boys and what they are doing and I like to leave the impression with them, that they are improving but, at the same time, I point out a little something more that they can do to improve themselves and make themselves

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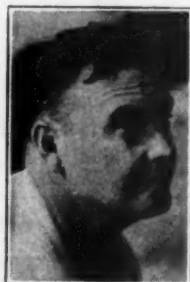
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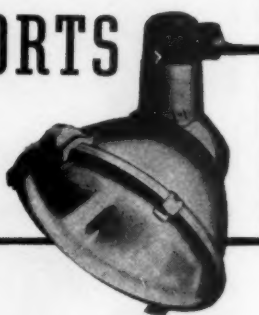
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still better. I have found that a few words of encouragement are helpful. I want them to feel that I know that they want to learn to play the game and I am trying to *help* them to do so and not *making* them.

In attempting to develop the state of mind of our boys, we try to avoid as much confusion as possible. We teach these boys only the basic plays of our offense and on these we keep the assignments as near alike as possible. Even later on when we add more plays, most of our line blocking will be developed from our basic. Of course this can not be carried out as far in the backfield assignments, but we spend more time with the backfields on this phase.

We use an unbalanced line and single wing-back formation and the linemen from tackle to tackle always keep their same relative positions, whether we are strong to the right or left. In the backfield we do not switch around from one position to another but keep our original positions. I believe that what might be gained in personnel by doing this would be lost in confusion of the switch. Especially is this true with the younger boys.

We try to carry out the same principles in our defensive play. We have a basic seven-man line defense and we never switch the individual assignments but try to drill on these assignments long enough that there will be no confusion or missed assignments. Then, when we go to our six-man line, regardless of the position of the various men, their assignments are still identical to our basic seven-man line defensive formations, the only difference being the position of the defensive man, when the offense gets under way. In short, what I want to do is to eliminate as many extra or unusual features as can be handled by some assignment already learned.

In regard to condition, about the only training rules that I suggest are that the boys get plenty of sleep and naturally refrain from smoking or drinking. As far as diet is concerned I ask them to refrain from eating between meals, but, otherwise, they may eat whatever is served at the table. The day of the game I do not suggest anything special but I rather emphasize that they should eat something to which they have been accustomed and not experiment with special dishes.

The 1940 Basketball Championships

(Continued from page 43)

and Ely from the Eastern zone. These teams were selected by means of zone tournaments, held two weeks previous to the state tournament.

Opponents and brackets were picked by open drawings. Scores of all games were close with the exception of the first game between Reno and Elko and the championship game between Sparks and Carson.

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Overtime "quick-death" periods settled three contests.

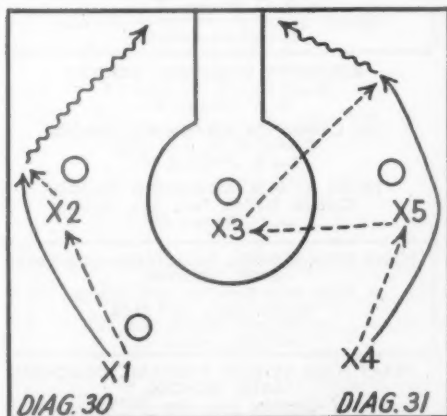
Extremely high defenses featured the tournament games resulting in low scores. Sparks averaged thirty-six and one-third points for three games. Carson, playing a conservative game, was low for the tournament averaging eighteen points for three games. Seven of the eight teams used man-for-man defenses; Fallon used a shifting zone.

Sparks High School won the championship by playing "heads up" basketball. Our offense was based on a fast break and driving follow shots. Practice sessions were from an hour to an hour and a half, in which time shooting and ball-handling were stressed most. Good shots and good ball-handlers will win games. We had a center who was exceptionally good at following up shots, and a forward who was a real "ball hawk." These two boys hustled the play both offensively and defensively and continually pressed an advantage of two on one guard successfully.

Defensively we used a forcing man-for-man all over the court, thus trying to prevent our opponents from setting up plays. We were successful in stealing the ball for many set-up shots. This prevented our opponents from stalling at any time.

During practice sessions, set plays were worked on, but only with the idea of being used if the proper set-occasion occurred. We used a pivot man in front of the free-throw line and a man on each side line, with the two guards passing the ball in. Against a zone defense, first the fast break was stressed then fast passing the ball to draw the set defense out of position for a quick pass and cut for the basket. Both worked to good advantage against Fallon in the semifinals.

In conclusion I would like to say that the success of our team was due to several things; namely, a good team spirit, excellent morale and condition.



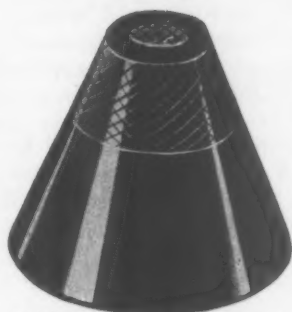
In Diagram 30, X1 passed to X2, cut past him and using X2 for a screen, dribbled in or shot.

In Diagram 31, X4 passed to X5, cut past him using X5 for a screen. X5 passed to X3 who passed to X4, shot or faked and dribbled in for a shot.

for MAY, 1940

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WESTPORT, CONN.

Baseball in the Schools

Three more state high school athletic associations will sponsor or sanction baseball on more than a local basis this year. Illinois and Kentucky will sponsor eight invitational district tournaments with finals at Peoria and Lexington respectively on May 31-June 1. In Illinois, a number of sub-district tournaments to qualify teams for district play also will be held. In West Virginia, the Mountaineer Conference in and around Clarksburg will play host to an invitational tournament in that city about the same time.

A Review of Pitching Fundamentals

(Continued from page 15)

number of pitchers add insult to injury by walking almost to second base before assuming their position on the mound.

The pitcher should stand in the after-delivery position until he receives the ball from the catcher. He then returns just behind the pitching rubber, gets the signal, and with one step forward comes into his accepted individual pitching position.

Control and Strategy

The good pitcher should make every possible effort to pitch his first ball for a strike. If the pitcher is successful in getting one strike and no balls on a batter, the latter is then on the defense, and from then on the pitcher may work on the obvious weaknesses of the batter.

The heady pitcher is always trying to make the opposing batter swing at balls going over a corner of the plate instead of through the middle; as balls delivered across the plate corners, high, low, inside, or outside, cannot be hit with as much direct force as a ball "in the groove." This type of pitching will catch a batter off balance, and in most cases, never allows him to get set. If the speed of the pitched ball can be varied to some extent and at opportune times, the batter's swing will oftentimes be either too early or too late.

A pitcher's greatest asset is control. To obtain control, the boy must be willing to practice long and earnestly. Proper stance and body motions do not guarantee good control, but a co-ordinated delivery, including these factors combined with control suggestions, all go toward the development of a successful pitcher.

In conclusion, I might offer a suggestion: practice pitching a fast, straight ball directly over the middle of the plate, belt-high. When you have somewhat mastered this ball, practice pitching over the plate but emphasize the high and low ball. Then,

Coaching School Directory

BUTLER UNIVERSITY COACHING SCHOOL
Indianapolis, Indiana, Aug. 5-10
Paul Hinkle, Dir.

COLORADO HIGH SCHOOL COACHES ASSN.
Denver, Colo., Aug. 19-24
L. H. Mahony, Dir.

DAVIS MOUNTAIN COACHING SCHOOL
Fort Davis, Tex., July 22-27
John G. Prude, Dir.
Instructors: Frank Leahy, Jess Neely, Jake Wilson, Harry Phillips, Buster Brannon, Harry Levitt, Tanto Coleman, Kurt Lenser

DAYTONA BEACH COACHING SCHOOL
Daytona Beach, Fla., Aug. 19-24
G. R. Trogdon, Dir.
Instructors: Frank Leahy, Robert Dodd, Lowell Dawson, A. F. Rupp

DUKE UNIVERSITY COACHING SCHOOL
Durham, N. C., July 29-Aug. 3
Wallace Wade, Dir.

INDIANA BASKETBALL SCHOOL
Logansport, Ind., Aug. 19-23
Cliff Wells, Dir.
Instructors: Ward Lambert, Lou Birkett, Everett Case

KANSAS COACHING SCHOOL
Topeka, Kans., Aug. 19-24
E. A. Thomas, Dir.

KENTUCKY UNIVERSITY COACHING SCHOOL
Lexington, Ky., Aug. 12-17
M. E. Potter, Dir.

MID-WEST COACHING SCHOOL
Saginaw, Mich., Aug. 12-15
Murice M. Guy, Virgil J. Noble, Dir.
Instructors: Clair Bee, James Barclay, Tom Downey

NEW YORK STATE SCHOLASTIC COACHES' ASSN. SCHOOL
Hamilton, New York, June 24-29
Edward I. Pierce, Sec.

NORTH CAROLINA COACHING SCHOOL
Chapel Hill, N. C., Aug. 19-31
R. A. Feizer, Dir.
Instructors: Raymond Wolf, John Vaught, W. F. Lange, P. H. Quinlan, Bunn Hearn, John Morris, J. M. Tatum, C. P. Erickson

NORTHWESTERN UNIVERSITY COACHING SCHOOL
Evanston, Ill., Aug. 19-31
K. L. Wilson, Dir.
Instructors: Lynn Waldorf, Eddie Anderson, Burt Ingwersen, Wes Fry, Dutch Lonborg, Ward Lambert

PENN STATE COACHING SCHOOL
State College, Pa.
Inter-session, June 11-28; Main-session, July 1-Aug. 9; Post-session, Aug. 12-30
P. C. Weaver, Dir.
Health Education—Recreation—Physical Education—Athletics

RUSHMORE COACHING SCHOOL
Rapid City, S. D., June 3-8
H. A. Sullivan, Dir.

ST. LAWRENCE COACHING SCHOOL
Canton, N. Y., June 24-29
Roy B. Clogston, Dir.

TEXAS A. & M. COACHING SCHOOL
College Station, Tex., Aug. 18-24
H. H. Norton, Dir.

TEXAS HIGH SCHOOL BASKETBALL COACHES' ASSN. SCHOOL
North Texas State Teachers College
Denton, Texas, June 24-28
Henry G. Shands, Dir.
Instructor: Henry Iba

TEXAS HIGH SCHOOL FOOTBALL COACHES' ASSN. SCHOOL
Houston, Tex., June 24-29
W. B. Chapman, Dir.

UTAH STATE AGRIC. COLLEGE COACHING SCHOOL
Logan, Utah, June 10-14
E. L. Romney, Dir.

WEST VIRGINIA UNIVERSITY COACHING SCHOOL
Morgantown, W. Va., Aug. 5-10
Alden W. Thompson, Dir.
Instructors: Jim Crowley, Dick Harlow, Bill Kern, Clair Bee, Dyke Raese

when you have been successful in these deliveries, practice inside fast and outside fast balls.

Keep in mind that a fast ball properly controlled is more effective than uncontrolled pitching of a combination of fast and slow balls. Control is the secret of good pitching.

Bringing Golf to All the Students

(Continued from page 14)

finger under the left index finger and proceeds otherwise about as Horton Smith does. We have in Horton Smith and Gene Sarazen the two extremes in physical stature, Smith the tall rangy type and Sarazen the short husky type. Both have been National Open champions in their day, both are devoting their lives to the promotion of golf. In the golf swing we were cautioned to keep the club face open, facing the front, as you might observe it in a mirror. The left arm should be straight on the back swing and the right arm straight after contact. When addressing the ball, we were told to be careful to place the face of the club at a right angle to the desired line of flight; to be deliberate with the back swing. Horton Smith brought up the point that most beginners have the tendency to lift the ball into the air with the iron clubs instead of hitting down into and through the ball, which allows the natural loft of the club face to attain the elevation. Johnny Revolta and Gene Sarazen demonstrated sand-trap shots and Dick Metz commented on and exhibited pitching shots and putting. Tom Walsh analyzed the driving swing. These brief notes taken from the demonstrations may suggest to readers of this article, that much may be accomplished in the way of instruction in golf technique by bringing the insiders and the outsiders of golf together in a golf "huddle."

Six-Man Football Rule Changes

(Continued from page 11)

boys plus their classification on such a scale as the McCloy height-weight-age rating to determine into how many leagues your boys can be divided. You should assign at least eight to an intramural team (two substitutes) and at least four teams to a league. Have as many homogeneous leagues as possible (under 110; 110-120; 120-130; pounds, etc.) as this will probably do more than any other factor to reduce the injuries and keep the players interested.

Secure one or more fields, mark them,

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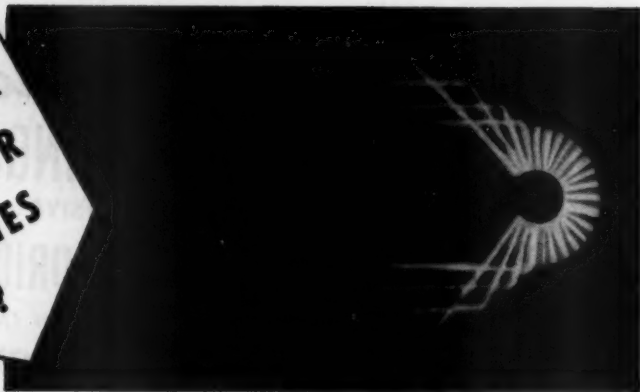
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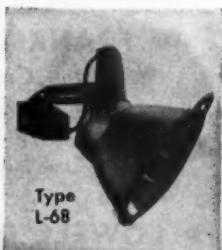
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set up goal posts, and arrange for space for spectators. If your state organization permits, hold spring practice in six-man football. The game is not simple to learn and proper teaching of the fundamental skills not only makes a better team but reduces injuries. Because of this, it might be wise for those states with rules against spring practice to make exceptions for beginning teams and encourage them to have this added practice. If you do have spring practice, keep your practices short—never over ninety minutes long—and never over thirty minutes of scrimmage per day. Use the first two weeks for fundamentals with no scrimmage and have no contact work at first, increasing this gradually as the boys get in shape.

Remember that proper planning now will make your work much easier and more successful next fall.

The New Baseball Diamond at the University of Connecticut

(Continued from page 6)

put on in two-inch layers, after which the area was sprinkled and rolled. Close to the forms in all instances the dirt was hand-tamped. The grade was established away from the base paths in similar fashion to that provided on the sub-base.

Outside the forms in the outfield, local loam, the best obtainable, was used and after being carefully raked and graded, it was fertilized and then seeded with forty pounds of Kentucky blue grass and ten pounds of Rhode Island bent per acre. This seeding was done with wheelbarrow seeder and by hand.

The essential details in the actual building of the diamond were:

1. Laying out the field.
2. Outlining the field with boards.
3. The selection of the proper mixture for the grass area inside the diamond, the mixture for the pitcher's and catcher's areas and the skinned area and base paths. (Our selections were decided upon through consultation with our agronomy department and on materials obtainable here. Only time will indicate whether we were right in our selection.)
4. The selection of proper seed and fertilizer.
5. The care in laying and rolling the gravel.
6. The care in screening, laying, raking and rolling the infield dirt area.
7. The tamping of the areas adjacent to the forms.

Fertilizing

In determining the fertilizer to use on this diamond, we relied on the agronomy experts here who advised us of the necessity of building up the lime, phosphoric acid and potash reserve and the necessity of building up only a relatively small

amount of nitrogen content since the effect of nitrogen is short-lived and has to be renewed. I would suggest that those contemplating building a diamond should get in touch with their local agronomy authorities for their advice on the amounts and varieties of fertilizers.

Care of the Diamond After Preliminary Operations Had Been Completed

The entire diamond was sprinkled daily when necessary with a light spray until the grass was started. Mowing was started when the grass grew to a height of about three inches. It is imperative that the grass should not be allowed to grow taller than three inches to avoid starting weeds. Regular mowing will tend to kill out weeds in a type of grass that will stand close mowing.

The forms were removed from the infield as soon as the areas had completely settled and the grass had started to grow. The space left by the removal of the forms was filled in with dirt and carefully tamped by hand up to the required level.

The skinned area was given a liberal application of calcium chloride during the summer. Calcium chloride tended to darken the skinned area, kept out the weeds, and held the moisture in the ground to prevent the clay from loosening and blowing away. Weeds were removed from the grass areas, and the entire diamond was rolled from time to time.

Summary

The diamond was seeded in July and the picture shown here was taken at the end of November, giving some idea of the progress that the grass had made at that time. It is our hope that we can dedicate this field in June for our Commencement Day game. We don't expect to use it until that time because we wish to give it an entire year for the grass to take root and fill in. The location of the diamond lends itself well to our future plans to construct a stand and dug-outs around the banks.

Six-Man Football in the College Program

(Continued from page 10)

carefully checking each individual assignment.

It is my wish that the high school coaches who are handling six-man football will develop the game to its fullest possibilities. The game fits the need of the small school, and I feel that it is up to us as coaches to develop the spectator appeal. By a well prepared practice program we can do it.

for MAY, 1940

Third Annual TENNESSEE COACHING SCHOOL

Conducted by the Tennessee
High School Coaches Association

at

Southwestern University

Memphis, Tennessee

August 12-17



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ALLYN McKEEN
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Zack Curlin of West Tennessee Teachers College will present his subject by closely comparing the various styles of offense and defense. In his eleven years at West Tennessee Teachers, Curlin has compiled an enviable record with his brilliantly coached teams.

SIX-MAN FOOTBALL

Winton Simmons of Treadwell High School, Memphis, is one of the pioneers of the game in the South. He is a member of the National Rules Committee for 6-man football, a reward justly deserved for his many contributions to this fast growing game.

DEMONSTRATIONS AND ALL-STAR GAME

Practical demonstrations will be held throughout the school in football, basketball and six-man football. Two all-star high school football squads will be coached throughout the school by the coaching staff in preparation for an all-star game the night of August 16th in Crump Stadium. This game will serve as an exhibition of the systems presented during the week of the school.

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